

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1945

Girard College, December 31, 1945

Board of Directors of City Trusts,

GENTLEMEN:

The youngest boys attending the appropriate service held on V-E Day in the Girard College Chapel had never known a world at peace. But properly their training had been chiefly for peace-time living. During the war Dr. Thomas S. Gates had written that the war might be long, "but hardly a lifetime long, and it is to live a whole life, not any part alone, that education prepares its men and women."

The older brothers of these youngest Girardians had given a good account of themselves in the uniforms of the armed forces after receiving at Girard this type of training for peace-time living. Like graduates of other good boarding schools, they went forth with a sense of discipline and ordered living, with a background of more mathematics than most young men, with a knowledge of the meaning of citizenship in a democracy, and with the benefit of training in the great moral beliefs and the great convictions that guide lives. And we feel confident that they will find themselves qualified not only to meet the exigencies of war but "to live a whole life."

Now, at the close of the war, along with other educational institutions of all sorts, Girard is re-examining what it has been doing and what its aims have been. Can it give its students more of the best that has been thought and experienced in the world? Can it prepare them better for the task of earning their livelihoods and living their lives? And can it instill in them more of a feeling for what is excellent?

In the next ten years, when reading our newspapers and magazines, we must be critical of starry-eyed special writers who, hearing about one instance of an educational activity which is working well in its own time and place, proclaim it as a panacea. Certainly there will be changes in education at all levels, but not, let us hope, as the result of the writing of journalists or of educational doctrinaires with fads to sell, but as the result of careful professional study.

The war will have a tremendous impact upon American education. In this connection the following observations may be made.

One important outcome of the war may be the reduction, if not the elimination, of financial discrimination as a factor in higher education. Numerous young men of promise, who, because their families were poor, might never have entered college, were paid while they learned as members of the armed forces. The education of many veterans is likewise continuing at government expense. There is reason to think that in some way the principle of federal aid to students who are outstanding will be continued and that for capable young men and young women who could not otherwise afford it a college or university education will be possible. The hope that this may happen was expressed well before the war by President Conant of Harvard and others. It is also not altogether improbable that for a variety of reasons higher education may begin earlier in the lives of some boys than we are accustomed to place it.

Some educators believe that there will be greater emphasis on an integrated program of study and less emphasis on a multiplication of single courses. In other words, the *à la carte* array of courses will give way to something more like a *table d'hôte* offering. This thinking is doubtless based on the training programs of the armed services where objectives were quite definite, though limited, and where a diversity or breadth of cultural or vocational material was neither necessary nor desirable. Unquestionably courses in higher institutions had an unfortunate proliferation during the last three or four decades. Subject matter in individual courses had too frequently become very limited and even picayune. During the same period the secondary school curriculum had also become overcrowded, although here the compe-

tion was likely to be between rival subject-matter fields rather than between restricted areas of the same field. Many parallel high school curricula were carefully arranged, while others resembled horse races in which the laziest horses had the most student backers.

Service courses had definite military objectives and possessed an immediate utilitarian motivation rarely available in the general education necessary for children and youth. Some persons think that as a result of our war-training experiences all educational objectives will be more clearly defined, increasing the emphasis on specific training, and decreasing "emphasis on the less desirable elements in a so-called liberal education." If this means the complete subordination of general education to utilitarian, it will be extremely unfortunate.

There will probably be an intensification of the well-established emphasis on learning to do by doing, and this tendency will doubtless continue to manifest itself in the onward sweep of the activities program in the elementary schools and in the growth of more shop and laboratory training in secondary education in localities where such expensive secondary education can be afforded.

The importance of psychological service and guidance may become more important as a result of the war. The value of psychological tests created largely in World War I has become better understood. The medical field of psychiatry will be a more important aid in solving some educational problems in the future than it has been in the past. It will be used effectively. It is safe to say that the second world war seems to have "made" psychiatry in the same way that the first war "made" psychology.

There may be an increase in enrollments in correspondence or home study courses and in adult education programs, including parent education. Adult education may increase in volume on both the secondary and lower levels in view of the great emphasis upon it during the war years. A very definite reaction against it, however, is possible.

There will probably be a veritable plague of "gadgetitis," especially in educational institutions which can afford expensive equipment. Motion picture projectors, radio sets, television receivers, play-back devices, soundproof listening rooms, complete

public address equipment serving entire school buildings, science demonstration kits, and small libraries of silent film, sound film, and film strips, to mention only a few, will surely have large sales. With some teachers many of these devices will be tools of demonstrated effectiveness; with others they will merely be props to mediocre teaching. Gadgets in themselves do not guarantee the quality of education.

It has been widely predicted that foreign language study will be more effective as a result of our war experiences with it. We ought to learn much from these experiences. Yet foreign language training carried on by the armed forces was of a specialized nature. It was intensive instruction given six days a week for approximately three hours a day. Native speakers were used in combination with professional teachers. Students for these classes were hand-picked. Motivation could not have been on a higher level since all students in such classes expected to use in the near future the languages they were learning. The discipline of the services and the readiness to "wash out" incompetent or lazy students forced the student to his best performance. This situation is quite in contrast with that in secondary school or college, where foreign language instruction means from three to five periods a week in a crowded curriculum and in a school or a college replete with extracurricular activities and outside distractions. Yet this less favorable procedure in foreign language training in no way diminishes its importance. Never were we "one world" to the extent that we are now. The study of foreign languages becomes increasingly important. Yet there is a tendency in American education, strangely enough, to go isolationist and to limit language study to the mother tongue.

Some educators feel that more intensive training will be required, and that students who do not work hard will find trouble in entering or remaining in state-supported schools and colleges. This opinion has doubtless gained strength because of the intensive demands set in training courses given by the armed forces which had a particular job to do and no hesitation in "washing out" a trainee. A better conjecture seems to be that post-war America will react against this type of training and, with very different objectives in view, will revert to what has sometimes

been called the "soft" attitude in education. Industrial technology points to a revival of the pre-war movement to keep youth in school and thus reduce the employment pool. Already there is talk of keeping youth in school until the age of twenty and developing varied educational offerings useful to all youth.

To the average layman nothing in the educational offering seems more important than the social studies. One error which we must continue to avoid is making the social studies too much a matter of "today" and "today's living." The present "today" is soon yesterday, and education for today has then become education for a past—a matter of "driving the tacks where the carpet used to be," as Bernard Shaw put it.

There may be even further advance in the acceptance of good citizenship as an educational goal. In the past only pioneers here and there, like Stephen Girard, advocated training in government and citizenship. Before the present war the ideal was given only lip service in many schools. There is bound to be a less vocal patriotism in a period of peace than during a war, but it would be a great pity indeed if there were a strong reaction away from the educational goal of good citizenship to which we have been advancing. Unfortunately a post-war materialism might bring about a cynical movement of this sort.

The war has even prepared the world for a kind of international citizenship. Aristotle's idea that to live unto himself a man must be either a brute or a god may be applied to nations as well as to individuals. During the depression and the war the American sense of social responsibility increased. In the war years the sense of our international obligations also grew. Education can encourage both developments. But many persons are convinced that we must see to it in the future that something basic is not weakened—the American sense of individual responsibility. Is education powerful enough to prevent such a tragedy?

In the foregoing observations I mention a few of what I believe are the main trends in today's thinking about education. Every American has been profoundly influenced by the war and American education will feel its impact for many years. Girard College, in no sense out of the stream of events, feels this impact already. Our present-day Girardians on graduation will be enter-

ing an upset world, one that is more "one world," to be sure, but still multi-lingual and intensely gadget-ridden. It is a world neither less selfish nor less worthy of a young man's idealism and best efforts than the pre-war world. These young Girardians may have greater opportunities for advanced study than those who preceded them. And while they are here in this school which was fathered by two nations, they must not be educated in any small provincialism of subject matter or trained merely for a "today" that inevitably becomes an outmoded yesterday.

A connection with Girard College is an invitation to think broadly and to avoid narrow emphases. It is amazing how a business man with so little schooling could have had the educational and nation-serving vision of Stephen Girard. Surely that vision must inspire us, as we approach the Girard College Centennial, to plan boldly for the second century of the College and for an educational program that will produce leadership in business, government service, research and scholarship, and the professions.

THE BOARD

In the deaths of two Board members, Mr. William H. Kingsley on November 1st and the Hon. Roland S. Morris on November 23rd, Girard College suffered a genuine loss. Mr. Kingsley had been a member of the Board since 1920 and Mr. Morris since 1931. Mr. Morris had had a distinguished career as diplomat, lawyer, and teacher. He had served upon the boards of a number of large foundations, including educational institutions. For twelve years he had been Chairman of your important Committee on Instruction. Mr. Kingsley, who was a member of the class of 1885 of Girard College, brought a rich business experience to the work of the Board. Since 1940 he had been President of the Board. It is a pleasure to record that Mr. Joseph Gilfillan, a devoted member of the Board for seventeen years, has succeeded to the Presidency of the Board.

On December 6th Mr. George F. Norton, an honor graduate

of Girard College in the class of 1911, was appointed by the Board of Judges to serve upon the body which directs the affairs of his alma mater. His enthusiastic interest as an alumnus in College affairs and his background of business and civic activities give assurance of a large contribution of useful service.

THE STAFF

Demands of the military services caused somewhat less disruption of the staff this year than last. In the fall a goodly proportion of our absentees on leave for military service were discharged, and a majority of them returned. Dr. Andrew J. Stewart, teacher of English in the High School, elected not to return, and fortunately his capable and well qualified substitute, Mr. Caswell E. MacGregor, Jr., accepted appointment. When Miss Faye A. Collicott resigned as Children's Librarian, we were again fortunate in filling the vacancy with a successor of high qualifications and wide experience in this particular field, Miss Mildred R. Phipps. In the Health Service some difficulty was experienced in keeping the regular nursing positions filled and in the Dental Clinic there was a considerable turnover in personnel.

Two retirements on account of impaired health occurred. Mrs. Ula W. Echols, who had been with our Library service since 1925, retired in August. Mrs. Echols served twelve years as Children's Librarian and became Teacher-Librarian in the Elementary Schools in 1937. In personality and temperament, as well as training and experience, Mrs. Echols was admirably suited for her work. Her untimely retirement has constituted a real loss. After twenty-five years of faithful service as Gateman and Postal Clerk, Mr. Harry Bayer found it necessary to retire. Because of his ability to handle a multitude of details for the administrative offices, in addition to the mails, his familiar figure around the campus is greatly missed. The death of Mrs. Nina Mehring is referred to in the section of this report on Household.

One of the staff committees unostentatiously ceased its activities. I wish to compliment the Civilian Defense Committee of the College, consisting of the College Engineer, Mr. Robert T. Anderson, as Chairman, Mr. Joseph A. Davis, and Mr. Owen D. Evans, for the complete and efficient coverage that they gave their assignment beginning in the latter part of 1941. The installations and equipment that this Committee purchased for the protection of the boys and the property of the College, and the procedures worked out to be followed in emergencies, were all effected with maximum efficiency and minimum cost.

Many expressions of appreciation have been voiced for the generous and considerate action of the Board, not only in continuing the emergency allowance salary and wage arrangements, but in increasing these allowances for most of the staff.

THE ELEMENTARY SCHOOLS

We recognize that recently admitted groups include a greater number of pupils of low ability and we are confident that a portion of them can be aided by remedial work. Therefore, an outstanding change in the Elementary Schools this year has been the re-opening of a class for remedial instruction. If the number of boys of limited capacity continues to rise, it may be wise to reopen the second remedial class, once in existence. There was a time when we could almost count the number of serious reading problems on the fingers of one hand; now probably between two and three percent of our school population should be so considered. Every boy in the remedial class this year needed special help in reading; some required it in reading, spelling and written work; others were generally slow or had fallen behind in all their work because of illness or insufficient preparation for the work at Girard as was the case of some boys who had just entered.

One of the current educational problems claiming much attention is that of intercultural relations. It is an almost constant subject of discussion in professional journals, and many good



"NEWBIES" ARRIVE

A MOTHERS' DAY EXHIBITION IS ONE OF THE MIDDLE SCHOOL SHOPS



schools are giving thought to its significance. Authorities point out that prejudices are begun early in a child's life, and that, therefore, the elementary schools have a genuine contribution to make. In September a committee of Junior School and Middle School teachers was appointed to examine our total program in the first six grades from the point of view of intercultural education. The committee was to study what was now being done, what ideas individual teachers had about what should be done, and what plans should be developed for the future. The committee has already made two interesting reports of progress and still has the matter under consideration. Obviously, the topic is not one for hasty settlement, and will claim attention for sometime to come. A broad interpretation of the term intercultural education has been adopted by the committee. It should avoid the common mistake of limiting the perspective to a local situation, but lead instead to the desirable aim of relating specific instances to a general problem. The assertion that Girard boys, as a whole, are less prejudiced than others, is a fair statement. Their daily association with one another fosters sympathetic acceptance of various nationalities. Miss Ethel M. Duncan is the author of a book published during the year entitled "Democracy's Children". It is based upon her teaching at the College and stresses intercultural relations. It has been favorably reviewed in several periodicals and well received by those interested in the field.

When the numerous developments in visual education were taking place, Girard College was one of the leaders in the field. It is a source of gratification that the school showed such leadership and that committees of its staff carefully studied the many experiments in visual education and separated the wheat from the chaff. The Elementary Schools have long been well equipped for visual education. Our library of maps, charts, pictures, stereoscopes, slides (of many types), and silent motion picture films is, we believe, one of the best in this area. Visual aids have been used as a definite part of our classroom teaching for years, as is evidenced by the constant circulation of three silent film projectors among our teachers. Since sound films are rapidly replacing the silent type for classroom use, we are planning to purchase them in the future, after securing suitable projectors for their use. The tie-up of visual

education with the library-laboratory is often commented upon favorably by visiting school men and women.

More recently motivation through the ear instead of the eye has been of importance, and radio stations have attempted to provide programs that would be useful to schools, both because of their own desire and because of the requirement affecting the number of non-commercial sustaining programs. During 1945 the Elementary Schools have made much greater use of radio programs prepared for schools. Although our reception facilities are at present inadequate and of poor quality, the equipment is constantly in demand. The Elementary Schools are studying their need for receiving sets. During the war none could be purchased, but the near future should increase the availability of equipment. Experience seems to show that we should at first limit ourselves to the purchase of additional portable radios. These should include a Frequency-Modulation band and they should not be expensive. By the time they are worn out the improvements already hinted at by technicians may be functioning. So startling are some of the prospective improvements, it would seem no more than common sense to purchase slowly. We are, therefore, thinking in terms of maintaining adequacy of reception throughout the department, at the lowest cost possible for efficiency.

Direct contact with programs, attendance by teachers at conferences and meetings, the enrollment of four faculty members in a radio-techniques course, and membership on private school radio committees are typical examples of staff interest in radio as an adjunct to education. Miss Louise G. Sigmund has appeared at the University of Pennsylvania Schoolmen's Week and before the Saturday Institute of the Philadelphia Schools. She is regarded by those who know of her work as one of the most expert users of radio in this area. Staff members and boys of the High School have also been active in the Philadelphia Junior Town Meeting of the Air and the Philadelphia Chapter of the Association for Education by Radio (AER).

Radio is a kind of vocal workbook, useful but not to be over-used. Our teachers, we are sure, understand how to fit this most recent educational device into their daily work on occasion. We regard discussion before and after a broadcast as vital, and except

for special programs are distrustful of just "listening in".

Attention is called to Appendix D in this report. It may serve as a kind of addendum to a section in the President's Report for 1938 entitled "Guidance at Girard College." The appendix is an excerpt from the report of the Supervising Principal of the Elementary Schools.

In September the designation of our elementary grades was changed to conform to those of the Philadelphia public schools and to almost all other schools with which we have any relationship. For many years, we have called the first half year of a grade, B, and the second half year, A, which is just the opposite of common practice. The change now makes the first half year A and the second half year B. This will eliminate special explanations the Department of Admission and Discharge and the Department of Student Personnel have found necessary in their many contacts with other schools. Many errors will be avoided now that grade 4A, for example, in Girard College is the same as 4A in Philadelphia and other cities.

In order to improve our work in the vocal music department we have purchased keyboards which are used in the classrooms to augment the work in sight reading. Although this method has just been instituted, the Director of Vocal Music believes that its worth will be proven when the present students in the lower grades come up for Glee Club auditions.

One Junior School class did a very interesting and perhaps significant thing this fall. They secured from the Department of Admission and Discharge a list of new boys who would enter the College at the next admission period. The boys drew names from a hat and each wrote to the "newbie" whose slip he chanced to get. The letters were friendly, informing, and carefully written. Needless to say, they provided an excellent exercise in penmanship, spelling, and language. Almost every youngster presented the things that were fun to him at Girard and said that he would be glad to be a friend to his correspondent and help him get started right. Many boarding schools have a big brother or sister setup that begins with pre-enrollment letters. Perhaps these 3A's have shown us a good activity for helping to keep Girard a friendly place.

The history of Pennsylvania has been emphasized in one Junior High School class. The plan has worked out so well that we shall probably use it more widely for 7B social studies work. Great stress is being placed on familiarizing young people with their own communities and states. The career and achievements of Stephen Girard are studied, of course, several times during the elementary grades and are frequent topics of classroom discussion. Not only are they part of the curriculum, but from time to time they enrich units of work in the social studies to which they are relevant. Our aim is to develop a growing appreciation of the Founder both as an individual and as a public spirited citizen concerned for the welfare of his fellows.

THE HIGH SCHOOL

The High School is, in a sense, a school within a school. Its curriculum and its separate faculty mark it off from the rest of the boarding school of which it is a part, and yet of necessity it remains integrated with the rest. The High School Faculty suffered but few changes because of the war.

It may be somewhat early in the post-war period to make a comment of any value concerning discipline. During the latter half of the year 1945 there was no post-war let-down in the conduct and decorum of the boys of the High School, Dr. Melchior reports. There were plenty of minor infractions, but very few boys were reported for major offenses and the general attitude of the boys was very good indeed. They were responsive to appeal and suggestion.

The faculty is very conscious of the effect of the work program as it lengthens out because so many boys miss assignments, explanations, and minor tests. Boys grow careless about getting to Chapel, to auditorium, and to other appointments. The Director of Student Work has done amazingly well in minimizing the conflicts, but the fact remains that our boys have suffered both in their work and in their morale.



DR. MITCHOR TALKS TO AN INFORMAL FRESHMEN RECEPTION

COMMERCIAL STUDENTS VISITING A CORPORATION ACCOUNTING DEPARTMENT



The Principal of the High School comments: "I have the feeling that more boys have sought advice from teachers and officers this year than usual. This is true of younger boys especially, who seem to be franker about their personal problems and more interested in planning for their future. Many teachers have taken an unusual amount of time to talk to boys about their plans and their well-being. When I contrast the work of this type being done now as over against that of ten or more years ago, I am amazed at the change. Presumably boys' problems are more complex, the future seems to them full of difficulties, and teachers are apparently most responsive to these needs."

The student body of the High School represents, as it should, a cross-section of American young manhood. Their leading influence, the National Honor Society, contains the very best of Girard youth. These boys are our cleanest of mind, finest in intellectual achievement, least concerned with selfish interest, and most devoted in their loyalty to the College. Membership in the organization is a prize highly coveted.

Much thought and study have been devoted to the development of our course of study for the boys with least ability. This work will continue to be experimental and flexible, but three terms of experience have helped to direct our planning. This group proceeds at its own rate. Our desire is to have them know well what they do know rather than to cover a prescribed amount of work.

No department is so much affected by the events of today's world in adapting its content and methods as that of the social studies. Textbooks are rapidly becoming obsolete, maps and charts are out of date, and new techniques of instruction are indicated. The fundamental purposes and materials of the curriculum are not useless by any means, but they are much modified by the events of recent years. Teachers find it a difficult task to sift material, organize it well, clarify issues, and lead students to a broad-minded approach to the problems ahead. The Head of the Department of Social Studies writes: "Our boys are being made aware that the remainder of this century—the period of their adult life—will be a time of rapid and unusual change, that their lives will be deeply affected, and that they need to open

their eyes to the world of tomorrow. Moreover, in their dealing with affairs as Americans, they will have to do it as citizens of the world's leading nation on an earth shrunken to the point where all nations live on one another's doorsteps—with all the implications for thinking and acting which such neighborliness carries with it."

In his report covering the work of a department that has been conspicuously successful, the Head of the English Department lists the following among their more specific objectives:

"1. To develop appreciation of life and living on a high plane through the reading and study of good literature.

"2. To learn how to think clearly and wisely in life situations.

"3. To learn how to write clear, accurate, forceful, truthful English.

"4. To learn how to express oneself clearly, accurately, and effectively in the spoken language.

"5. To develop and maintain the habit of reading in many fields of information as well as for pleasure."

No work done at Girard is of greater distinction than that in dramatics and public speaking. None of the former good work is being omitted but some excellent new things are being done. Recognition has been given to creative writing. The best writing of the boys is selected by the English Department and is presented orally to the entire student body as examples of praiseworthy work done. During the past year boys have held the interest of the high school group when they reported on such subjects as General Marshall's report on the second World War, and Norman Cousins' startling essay, "Modern Man is Obsolete."

The Head of the Science Department commends the work of two substitutes whom it was necessary to have during the year. He is particularly well pleased with the program of the Industrial Arts course and recommends that the new 1-1-3 group mathematics be integrated with science and social studies with English. The work of the Science Department was severely handicapped because the new desks for the chemical laboratory were not installed during the term. But next term all the vocational and post

high chemistry will be taken care of in this newly equipped laboratory.

The report of the head of the Mathematics Department indicates real satisfaction with the present system of ability grouping. The differentiated work provides for the needs of the varying groups. All boys of the first and second groups have the necessary background for college work, though only those of the first group would be likely to elect mathematics courses in college. Many General Course boys have elected trigonometry and none has failed to pass the work. The head of this department feels that the teaching of mathematics at Girard is handicapped by the omission of the 8th year and that boys are *not* ready for high school mathematics when they enter. He feels, too, that we suffer because of a four-period week instead of a five-period week.

The Head of the Department of Foreign Languages insists that the present attitude among modern language teachers is that they should strive to develop not the mere ability to read a foreign language, but also the ability to read it, to write it, to understand it when spoken, and to speak it a little. His department sets for itself this four-point goal. In his interesting report Mr. Leydon says: "The particular philosophy upon which we operate is that a complete and liberal education presupposes the ability to comprehend one's fellow man; if there ever was a time when lack of knowledge of how the rest of the world thinks, acts, and lives was dangerous to our safety in this republic, it is in the immediate past, in the present, and in the immediate future. In other words, there has never been a time when a working knowledge of the Modern Languages was more important for us in America than right now, when we have been catapulted, rather unwillingly, to be sure, into world leadership. Reluctant or not, we have a great role to play in world affairs, and to accomplish our destiny we have to lay aside the comfortable isolationism which has characterized too many of us in the past. Happily, we have the example and precept of our founder, Stephen Girard, who was a great American and a citizen of the world besides. A high order of intelligence is exhibited by foresight, and when we read American history and compare the results with the prophecies of a Jefferson, a Girard, a Lincoln, a Wilson, we realize that many

decades before the event, these men envisioned what was bound to happen. Girard outlined a course of study for this college; a hundred years after the event that course of study is more timely than when it was written. When he prescribed 'the French and Spanish languages,' he was about a hundred years before his time."

No department in the High School is more certain of its philosophy, its objectives and its techniques than the Department of Commercial Studies. Subject matter here is divided into two groups: those subjects in which the development of skills is the primary objective; and those in which general business knowledge and occupational intelligence are the chief aim. The first group contributes to occupational competency; the second group makes possible early promotion while on the job. The department is careful to differentiate the work according to the needs of individual boys and separate classes. Techniques do involve drill—drill to the point of mastery. The use of the telephone, indexing and filing, among other skills, are taught in the prevocational terms and followed up more intensively in the later years. In the matter of guidance, a new approach to vocational guidance is being tried out this year, with evident success. Instead of studying the details of commercial work in 2-1 classes, the field of business is surveyed through general study of business occupations by means of readings and discussions in general business classes, talks by successful alumni, trips, and personal interviews with the boys. This is followed up in 2-2 classes, where a special study of the work of the Mechanical School and of the Commercial Department courses is made, culminating in the election of stenographic, clerical or shop courses. As in the past, these elections are carefully checked by the Vocational Guidance Committee.

The work of the High School art classes continues not only to contribute much to the enjoyment of the boys, but also to serve well the needs of the College. From the loan service of the Metropolitan Museum of Art, three exhibits of prints were obtained. In each case Miss North gave an interesting talk on the period indicated and on individual pictures in the collection. These exhibits, with the introductory talks, have done much to encourage an interest in art among the boys.



THE COLORS PASS

THE REVIEWING PARTY, FOUNDER'S DAY 1945



The Battalion has had another successful year. There have been fewer reports of breaches of discipline this year than for a long time. The morale has been excellent. The staff officers meet in the office of the Principal of the High School every week and interview each boy reported for absence or dereliction of duty. They impose the penalties, arrange for guard duty assignments, and plan for details and carry them out. The boys have a great respect for the Commandant. He keeps his eye on every phase of the Battalion organization, knows his staff officers intimately, avoids brass-hat officiousness, and shows a personal interest in the work. The work of the Armorer is also commendable; he contributes not a little to the morale of the Battalion. He keeps a very careful check on all property, holds boys responsible for all losses, allows no loitering or straggling in the company rooms, and keeps the Commandant informed of the little matters that are basic to the fine performance of the Battalion.

The Principal of the High School pays tribute to the Department of Instrumental Music for its achievements despite handicaps. To be sure, the College may attempt too much in music for the amount of time that can be allowed and the relatively small number of its boys with genuine musical talent, but it is undoubtedly true, as the Principal of the High School says, that "our boys go from Girard College with a very fine appreciation of the best music and in many cases with a real love for it."

In the senior band there are 65 players; in the senior orchestra 55 players. The junior band has 52 members. There are 51 seventh-grade beginners, 26 fifth and sixth-grade beginners. We now have 11 piano students and 1 organ student. There are 15 boys in the swing band. In December, eliminating duplications in these figures, we had 229 boys taking work in instrumental music. On six occasions the band gave public performances outside of the College; within the College the band performed 13 times, the orchestra 14 times.

The Director of Vocal Music is very enthusiastic about the use of newly purchased piano keyboards. He is sure this will improve immensely the ability of our boys to read music. Mr. Banks deplores the fact that our formal vocal music instruction ends with the sixth year. He makes the observation that in the Glee

Club the boys who have had instrumental music far surpass the other boys.

The Principal of the High School feels that "the year 1945 has been a constructive one here at Girard. The Industrial Arts course has taken on form and purposefulness; the social program has developed significantly; group placement is on the soundest basis ever; the health program will now stand challenge and scrutiny; the contribution of the Summer School and our Saturday morning study was of unusual value this year; and the interest and cooperation of the staff were notably of high order."

THE MECHANICAL SCHOOL

Post-war reconversion in the Mechanical School means preparing our boys for peace-time industry. This reconversion calls for a change of emphasis rather than a substitution of content. Our philosophy of vocational education is based on the proved value of our three years of prevocational training designed to give our boys opportunity for self-discovery through exposure to the fundamentals of a considerable number of industrial and commercial occupations. This is followed by two years of intensive experience in one line of work selected under conditions of continuing guidance.

Even during the war years your Board has been sympathetic and generous in making allotments for new equipment. Our hopes that satisfactory equipment for the Mechanical School might be secured from government surplus material have not been realized. Investigation has shown that, so far, government surplus material has either been unsuited to our use, badly worn, inaccessible, or so involved in procedures for buying ("as is" and "where is") by a method of competitive bidding and in unit lots, that we could not make satisfactory purchases. **Better fortune may be ours in the future;** we feel certain that we shall find available items in other areas.

During the past year we have purchased and are now operating several up-to-date machines, one in the machine shop and others in the carpentry shop. Five machines of excellent quality

will be purchased for the carpentry and the pattern shops. These replacements will put the two shops in a very satisfactory condition. An additional grant of funds will enable us to replace one row of old belt-driven machines in the machine shop with modern direct motor-driven machines, and to improve the lighting in part of this shop.

Needed improvements in lighting in some of the shops, desirable additional equipment in the sheet metal shop and foundry, and the replacement of a large number of machines in the machine shop must be deferred until more light and power service can be provided by the power house.

The shops and classrooms of the building need some renovation. Lack of materials and of labor during the war years forced the postponing of this work. Washing of some walls and repainting of others should be done as soon as conditions permit.

We continue to meet great difficulty in securing lumber and paper. Metals in general are gradually becoming available. Tools and hardware are uncertain, some we can obtain and others are not yet available in desired numbers and variety.

The Mechanical School provides the boys with all the material needed for voluntary hobby activities and advises the housemasters in securing tools for carrying them on. It is hoped and expected that the return from the armed services of some of our former housemasters will stimulate this work as an out-of-school matter in which the boys need suggestion and guidance.

On the evening of November 30 the annual exhibition known as Activities Night centered about the Mechanical School. A brief session for guests was held in the auditorium of the High School, where three short addresses by selected boys explained the general arrangement and functions of the shop classes. The audience then went to the Mechanical School, where all the shops were in full operation with about 250 boys working at their accustomed tasks. A special effort was made to secure attendance from prospective employers.

The Superintendent of the Mechanical School concludes his report: "Our services to other departments have been hampered by some lack of supplies and by the inescapable loss of time by boys working in the dining rooms. We are hoping that with the

return to more normal conditions next year, we can elevate our sights and shoot a bit further and faster."

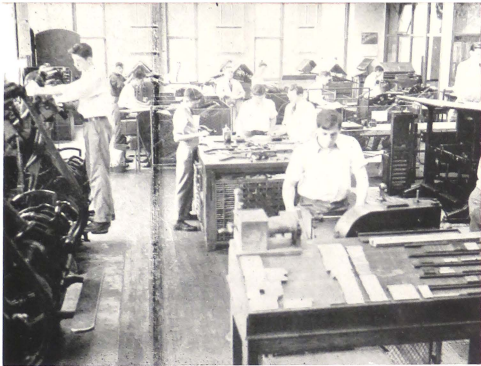
LIBRARY SERVICE

Appendix G presents a summary of Library statistics.

In 1940 the Librarian showed concern over the fact that the older boys of the College were then reading about one-third less than they had been reading in the previous five or six years. But the excitement of the first years of our participation in the world war caused a renewed interest in reading, which reached its peak in 1942. The following year the total dropped, and in 1944 and 1945 there were further drops.

In 1940 the per capita extra-curricular rating for these older boys was seventeen books per boy. This rating increased the following year to nineteen, then jumped to twenty-six, in the peak year of 1942. In 1943 it dropped to twenty-five, the following year to twenty-four, and in the present year the rating is twenty-one books per boy. The last figure shows that these boys have been reading during the present year at a rate of four books per boy better than they were in 1940. Comparison with the peak year of 1942, however, indicates a decrease of five books per boy in the present year's reading. There may be a relationship between the fall of reading activity and the systematic organization of wartime services such as Civilian Defense and especially the Student Work Program. These activities did not get well under way until late in the year 1942, and as the war progressed they required more and more of the free time of the older boys, leaving them little leisure for indulging in recreational reading. This explanation becomes even more convincing when we analyze the reading statistics of the younger boys for the same period of time, since their daily routine was not greatly affected by the extra war duties.

These younger boys had a per capita low in extra-curricular reading of 24.7 books per boy in 1940. This rose gradually to a high of 33.8 books per boy in 1945. This gratifying increase in reading has been influenced largely by two factors that have entered the field during these six years, each of which tends to



THE PRINT SHOP

THE LIBRARY

"Here is the history of man's hunger for truth, goodness, and beauty leading him from bondage to freedom"



give the Children's Librarian greater opportunity for individual work with the boys. The first of these was the opening of a reference library in the Elementary School, which relieved the Children's Librarian of many duties that had hindered her work with boys in the Children's Room. The second is the fact that classes and sections now have fewer boys than formerly, and each boy now receives more individual attention during his library period.

Another feature of the Library work that has been materially affected by the war is the purchasing of new books. In 1940 the Library added 3504 volumes to its book stock, at an average cost per volume of \$1.05. In the succeeding years the average cost per volume increased at the rate of about ten cents each year until it reached the figure of \$1.45 per volume in 1944, and it remained at that figure during 1945. As the Library annual budget was not increased during these years, it was necessary to reduce the total number of volumes purchased each year. In the year under review 2681 volumes were purchased. This number was fewer by 823 volumes than the total purchase of 1940. In an effort to meet the greatly increased demands for technical books for the students, it was found necessary to curtail the purchase of other reading matter.

HOUSEHOLD

At the beginning of his annual report the Superintendent of Household tells of a professor of English in a neighboring college who took a special interest in the crew. "The professor's colleagues could not understand his devotion to rowing. As for them, give them football for a college sport. The time came, however, when evil days fell upon the football team, and it lost game after game. Still, whenever they met the English professor, he was the object of their raillery. Driven one day to the limit of his patience, the professor said that he would rather be interested in a sport like rowing, where the participants looked back and went ahead, than in one like football, where the players looked ahead and went back."

The Superintendent wishes that his Department could be said

to resemble rowing rather than football. "There was," he says, "the optimistic hope that the end of the war would relieve us of the scarcities, shortages and delays in delivery of supplies and equipment, which had hampered the work in previous years. Instead, most of them were intensified rather than decreased. Even a few of them place a strain on the work, and during the year there were many. A few had a very intimate bearing on the everyday work with the boys. Materials were delayed for repairing playground surfaces, and drinking fountain parts could not be supplied; pre-war radio equipment gave less and less satisfactory service; individual tooth powder containers could not be purchased; the burden of the Student Work Program continued and even increased somewhat as domestic employees became harder to find; vacancies in the Household staff were frequent and remained unfilled for longer periods of time. Some of these may sound inconsequential, and they are when taken individually. When, however, they all happen in one year, the effect on the members of the Household and their boys is unfavorable. These are instances of looking forward and going backward during the year."

Wartime restrictions on materials for hobby work and the additional duties imposed by the Work Program have considerably narrowed the interest in hobbies. This is regrettable, but it is an inescapable result of the times. Of course, boys still build airplanes, model boats, and toy trains for themselves and their brothers, but not on the scale of a few years ago. There is new interest in the carving of small figures, such as birds and animals, from scraps of wood gathered here and there. Two graduates of the College, one in Philadelphia and the other in New York, who began wood carving in this small way, have had their pieces pictured in the newspapers, and their work in wood favorably reviewed. It is to be hoped there will be a revival of craft interests when materials are again available.

Mrs. Nina Mehring, who had served faithfully for sixteen years as a governess in Good Friends Hall, died December 20 following an operation and a three months' absence from her work. Six substitutes for members on leave in military service, some of whom were doubtless influenced by the consideration of

the insecurity of their positions when those on leave began to return, withdrew from their positions. There was a considerable turnover in the staff. In a few positions several changes were made within the year. Of the eleven members of the Household Department who were granted leave for military service, four returned to their duties in the fall after V-J Day. One other is expected to resume his work early next year, and one will not return to the College, but will seek work in another field. Five are still in the service.

Merchant Hall won the scholarship trophy both semesters, for the eighth and ninth consecutive times. The boys in the other houses are still wondering what the formula is. Housemasters in the upper halls naturally watch the progress of their boys because of their interest in the boys themselves, and because failure has a bad influence on the morale of a house. A boy who has failed or is doing work below the passing mark has to attend Saturday morning study, and if he does not succeed in removing the deficiency there, he may have to remain at the College and attend a session of the summer school. Success in school subjects and good behavior are very closely related.

It is natural that house spirit should have its first and best expression in the rivalry growing out of interhouse sports and games. Pride in and loyalty to the house teams are factors that scarcities and shortages affect little or not at all. Boys' enthusiasm for games and sports can always be counted on. There was competition in soccer, basketball, baseball, track, and swimming. By a point system adopted for the purpose, Mariner Hall was adjudged the winner for the year and also became possessor of the President's Cup in soccer. Among the younger boys, every section of Lafayette and Good Friends Halls was organized into two leagues—American and National. Teams were organized for competition in soccer, volleyball, touch football, soft ball, baseball, tennis, track, and tug-of-war. The fact that there are fourteen sections in the two buildings gives some conception of the total number of contests.

The revived swing band has its headquarters in Allen Hall, partly because the leader usually comes from that building, and partly because a short practice period may be held there imme-

diately following the evening meal without interfering with the activities of other boys. The band provides music for dances, assemblies, and other gatherings at the College. Give the band a dozen copies of the latest dance tunes, and the boys will devote themselves to rehearsal with the enthusiasm and serious intent of professional players. Much of the success of the organization is due to the musical leadership and steadying influence of George Coulter, a member of the Post High School Class.

Not all boys find an outlet for their interest and energy in competitive athletics. Many are not strong enough to compete with their stalwart neighbors. They seek a quiet expression of their interests. Then there are those whose range of activities includes both. Hence a workshop has answered a real need. There boys may make and repair their toys, and repair their skates and sleds which have suffered minor damage. The shop also offers a means of continuance of practical interests that originate in school. Frequently, just before vacation, boys will bring projects from the school and finish them in the house workshop.

During the month of December the staff of Good Friends was rounded out to normal. This offered an opportunity to resume the full use of the workshop in the basement of the neighboring Lafayette Hall. It was used two evenings each week when the seventh grade boys were at study. The chief interest was in wood carving, mainly wooden brooches and other ornaments, although there were many other products. It would be difficult to overestimate the importance of younger boys' shop interests. They are a part of the extracurricular life that schools first looked upon as a means of keeping students out of mischief. Now they are being recognized as a vehicle of education, so much so that a principal of a large school said recently that a well-rounded program of these activities was fully as important as the formal course of study.

For the first time in four years roller skates could be purchased, and a form of recreation dear to boys' hearts was restored. To be sure, the skates were inferior to those available before the war, but pre-war skates are now worn beyond use, so the boys have no convenient means of comparison.

The practice of arranging boys in "size order" was given up.

This may seem a simple change, but it was not one easy of accomplishment. In the first place, it was the established custom for all boys for many years, and the older boys were the first to be relieved of it. Then, too, that arrangement has some convenience in the distribution of proper clothing sizes. All the obstacles were overcome in the Junior School, and now boys may choose their pals or neighbors in Chapel, dining room, washroom, or dormitory.

During the war we were forced to close the House Group because of a scarcity of domestic help. The disadvantages of this closing often come to mind. The six houses of the group offered ideal means of introducing a new boy to the College. The groups were small, the age-range narrow, and each house had its own dining room. When boys come to the College now, they become members of sections of twenty-nine boys, where the range in age is from six to eleven years. They have to take their places in dining rooms of a hundred and twenty boys. Boys make considerable noise at the table, and it must be quite a terrifying experience for some of the younger newcomers. It is hoped that we may be able to re-open the House Group in September, 1946; provision has been made for this in the budget.

PHYSICAL EDUCATION AND RECREATION

The large number of selective service rejections because of physical deficiencies naturally raised the question of the extent to which American education had failed to do its job. To be sure, many men were rejected because of health deficiencies for which schools are not generally considered responsible. For example, some rejections resulted from improper post-operative care. Many were the result of cardiac weaknesses. A great many men were disqualified because of bad teeth, poor eyes, bad digestion, and deafness. Such cases are as a rule not considered the responsibility of the day school. "The whole child goes to school," to be sure, but everyone is likely to think of the school as an educational institution and not as a hospital. In spite of the "whole child"

doctrine, there is a decided tendency to consider that while the whole child may go to school only the mind gets inside the classroom.

Here at Girard, or at any good boarding school, we are fortunate in the fact that the boys' teeth, eyes, and general health, as well as their physical education, all receive attention and, as a result, the number of rejections among our recent graduates was exceedingly low. Quite a large group of boys who were given special exercises and restricted activity programs while at the College in order that they might "catch up with themselves" physically, and about whom there was some doubt as to the advisability of their going into the services, were not only accepted but were able to carry on with efficiency.

In this connection, Mr. William C. Sparks, the Supervisor of Playgrounds and Recreation, makes a statement that deserves the attention of every boarding school teacher: "In a school which has the responsibility for the social, physical, emotional, and mental education of a child for twenty-four hours a day, twelve months of the year, the responsibility for securing total 'whole child' education rests not with any one group but upon all who are part of the environment setup. To maintain that citizenship is the responsibility of one group, health another, and scholarship a third, will automatically limit the effectiveness of the complete program and weaken and make less efficient the entire educational structure. It also leads to misunderstanding and confusion from which the child is bound to suffer seriously. Any child has a right to demand that his emotional, social, physical, and mental fitness shall be the business and responsibility of all who are concerned with his development, and it is particularly true when his entire school and home life is so regimented and planned, and his schedules so full and exacting as is the case of Girard College."

Our interscholastic competition this year has been gratifying. Our soccer team's winning streak of thirty-five games extending over a period of three years was broken in the final game of the season. In a city-wide elimination tournament at the end of the season, the teams reaching the finals were Northeast High School and Girard College. The final game was played on the Northeast field, and the two teams proved to be as nearly equal in strength

and ability as could be expected. At the end of the second period the score was 1-1, at the end of the third period 2-2, and at the end of the fourth period 3-3. Two overtime periods were played and a penalty kick was awarded to Northeast less than one minute before the expiration of the second overtime period. The kicker made good and the game resulted in a 4-3 victory for Northeast. The comment on the playing of the Girard team, as well as on its sportsmanship, was highly complimentary; to lose such a contest was by no means disheartening.

The soccer team played fifteen games, won thirteen, tied one, and lost one. The fencing team took part in twelve contests, winning eleven and losing one. The basketball team won twelve of its fourteen contests. The gymnasium team lost its entire schedule of four meets. The track team took part in eight contests, won three, lost four, and tied one. Our baseball team took part in twelve contests, winning eight, losing three, and tying one, while the swimming team won all but three of its nine contests.

The athletic picture at Girard indicates that our interscholastic athletics are in a healthy condition. Certainly overemphasis has no part in our program. Our squads are large thereby extending the values of athletics to larger numbers; our eligibility rules are properly enforced, and every boy who participates in athletics must receive a clean bill of health from the College physician.

Intramural athletics are referred to in the section of this report devoted to the Household Department. In the minds of our boys interhouse and other intramural athletic events have importance. Formal instruction in physical education is, of course, provided in school time. Every boy above the sixth grade has at least one recreation period, one gymnasium period, and one swimming period per week. These periods are devoted to definite programs aimed toward developing skills in as wide a variety of athletic activity as possible. In the gymnasium boys are taught apparatus work and tumbling of the variety and type used in interscholastic and intercollegiate gymnastic contests. In swimming the boys are taught the various swimming strokes, the regular interscholastic competition dives, endurance swimming, life saving, and general watermanship. This is a highly important division of the physical education program, and our boys in the Army and Navy appraise

its results as of immense practical value.

Boys are given standard strength and skill tests, which when completed and properly compiled give the boy at once the satisfaction of having accomplished a program which indicates to him not only his strengths and his weaknesses but also his total abilities in comparison with the rest of his class or group. This plan was instituted a year ago and continues to work better each month. That the interest of the boys in this program is increasing is shown by repeated requests that their marks be made known to them in order that they may reinforce their physical abilities where needed.

The teacher of corrective gymnastics has placed special emphasis during the last year on the development of proper posture habits in all boys under his direction, and satisfactory results are being secured in numerous cases. Special corrective treatment has been given one hundred fifty-six boys this year. Of these, one hundred and eighteen had weak arches and thirty suffered from kyphosis.

The number of restricted boys, who may not leave the confines of the College, is now thirteen; they present a problem which needs attention. Boys who are so rigidly and severely restricted are usually very young and apt to think of immediate results rather than of remote benefits. In many cases they feel they are being deprived of too much in the way of recreation which, in their opinion, would not be harmful. This type of thinking breeds discouragement, self-pity, and a general antagonism not only toward the Health Service but toward all who must necessarily enforce compliance with the restriction requirements. Quite a little has been done to make the lot of these boys more satisfactory but the recreational treatment of such cases is still an important problem. It is a natural desire for boys to "belong" to something, and it frequently happens that those restricted are most anxious to join the organizations from which they are debarred. Plans are on foot to work out a program whereby these lads will have an opportunity of "belonging" to something less vigorous than athletics and from which they will get a reasonable amount of enjoyment. It is interesting to note that regardless of the boy's feeling towards his limited activity he does improve physically and functionally, sometimes in a most surprising manner, as evidenced by the durability



"SWIMMEN'S SWELL"

THE 1945 TRACK TEAM



of many of our restricted boys who were drafted into the services.

Scouting at Girard College suffered considerably during the wartime "slump in Scouting." Our own situation, not directly connected with outside difficulties, is now past the danger point and is definitely improved. Appendix R provides a tabulation of enrollment and accomplishment during the past two years and for such typical years as 1937 and 1941. The record of our Scouting during the past year shows considerable improvement as compared with that for 1944. The number of active Scouts increased, and merit badge acquisition rose from twenty-four to one hundred seventy-two. There are at least two reasons for this improved Scouting participation. First, there has been an improved continuity of Scoutmasters and better program planning by the Scoutmasters. Secondly, there has been a revival of the overnight hike which had to be abandoned at the outbreak of the war. This year's record augurs well for the immediate future of Scouting on our campus. But in this, as in so many aspects of our life everywhere, much lost ground must be made up.

The lecture and entertainment program for this year is given in Appendix S. During the past year we have been frequently handicapped by substitutions and broken appointments due to a series of conditions which should not exist now that the country is again at peace. It is expected that the coming year will give us a wider choice of artists and entertainers. The staff committee appointed to select motion pictures has rendered, and continues to render, excellent service. Not only are our motion pictures of a somewhat improved type, but they are secured earlier than was customary. The addition of the new 16 mm. motion picture machine has made it possible to give the younger boys entertainment in the form of pictures much better adapted to their age and development. A great many regular features are suitable for all boys of the College, but the use of the 16 mm. selections makes it unnecessary for our youngest boys to see pictures suitable only to High School boys and adults.

THE HEALTH SERVICE

Appendix F presents the statistical reports of the Infirmary and its subsidiary divisions for the year.

The Director of the Health Service states: "The general health of Girard College in the year of 1945 was excellent. The various problems that arose were not of any permanent significance, although some of them suggested means for epidemic prophylaxis with special reference to respiratory diseases. These studies and observations are still being repeated and weighed."

There was one death during the year. One of our boys, whose heart had been badly damaged by an attack of rheumatic infection in 1937, suffered cardiac decompensation in January and died in February.

There has been a rather severe wartime turnover in staff. During these difficulties two nurses have been unusually helpful. Mrs. Elizabeth J. Ritchie has come to us when we needed extra nursing help and has been very faithful and efficient, and Mrs. Emil Zarella, who was at one time our operating room nurse, undertook regular duty during the emergency and was valuable because of her experience in the institution and her conscientious application in the interest of the boys. Dr. Bauer pays tribute to these two ladies and also to "the entire nursing staff for their constancy and skillful kindly service rendered to the boys most faithfully and in complete harmony with the work of the institution."

The two regular Consulting Surgeons, Dr. J. Montgomery Deaver and Dr. Kenneth E. Fry, are expected to resume their duties early in 1946 when they will be released from the armed forces. We are much indebted to the substitutes who carried on so effectively during their absence, Dr. Adolph A. Walkling and Dr. William T. Lemmon.

THE DEPARTMENT OF STUDENT PERSONNEL

In his report for the year the Director gives prominent place to the work of the Remedial Class taught by Mr. Snively. It is indeed a source of great satisfaction to see youngsters who seem to be completely lost and out of step rehabilitated and returned to the normal channels of life. The class has happily fulfilled earlier plans. More and more the boys who have been in the Remedial

Class and have returned to their regular classes are stopping in of their own accord to let Mr. Snively know of their progress. These boys seem to appreciate the interest which is being shown in their welfare.

During the year the Remedial classroom was improved. The changes included a bulletin board, locker shelves and wash basin, more suitable desks, and repainting. Ten tubular steel desks with seats attached were secured from the Middle School and renovated by the boys themselves. They made the necessary repairs, refinished the tops with flat varnish, and repainted the metal book boxes gray to harmonize with the trim of the classroom. The clear glass in the classroom door was replaced with hammered glass, and the connecting door between the office and the classroom was fitted with frosted glass. The casual observer might think these changes were inconsequential, but they loom large in helping to establish certain fundamental attitudes which show considerable benefits in various types of maladjustment.

Programs of study have been worked out that are closely integrated with the work boys have been doing prior to their entrance into the Remedial Class. They have been made specific with respect to the difficulties of each particular boy and, wherever possible, the actual course of study has been suggested by the teacher from which the boy has come; these suggestions have been adopted in the Remedial Class. Mr. Snively has conferred with housemasters, governesses, and teachers. As a result he has gained an extremely intimate knowledge of each boy. The boys know of this procedure and seem to be aware of everyone's genuine interest in them. Our boys in the Remedial Class definitely realize that they are there for their own benefit. But we bear in mind that we must keep them motivated to reestablish themselves, and for that reason we cannot set up conditions which may induce them to remain in the Remedial Class. To accomplish this requires a rather fine balance and understanding in terms of methodology.

The total number of applicants for admission to the College examined by the Department of Student Personnel was 265. This compares with totals of 275 for 1944, and 284 for 1943. The number, however, does remain above the departmental all-time low of 239 in 1942. Since more boys were admitted than in the past few

years, standards were naturally lowered. While the Director feels that as many boys as possible should be granted the opportunity which Girard College has to offer them, he has considerable doubt about the ability of a number of those admitted in 1945 to meet even the curricula that were devised for our least able boys, and he is of the opinion that this matter will require even further study. Certainly some of the boys who were admitted are not going to succeed unless considerable allowance is made for their lack of potential, insofar as the assimilation of academic materials is concerned. On the other hand, the Director feels sure that many of these individuals can adjust themselves in a satisfactory manner to the other phases of our school life.

In 1943 the Department of Student Personnel was called into conference with the High School for help in connection with the placing of our students in the proper sections when they enter the 1-1 class from the seventh grade. During that year and the year following the Director carried on a tentative testing program in the seventh grade, and met with a representative of the High School faculty before each group was admitted. In addition, the High School did some achievement testing in various school subjects; the result of the two programs was combined and an assignment made after a conference in which the data gathered were correlated. At the same time, the Department of Student Personnel submitted to our Junior High School faculty a rating for each pupil, based on the seventh grade testing program. In 1945 this plan, with some additions, was put into effect as a regular procedure. Under the method now in operation, the High School gives some achievement tests of its own, the Department of Student Personnel gives a battery of psychological tests, the results of which are combined with the High School tests, and in addition, the Junior High School faculty makes a recommendation for placement. These three distinct and separate evaluations of each student are surveyed together in a meeting of the representatives of the three departments concerned, and the final placement of the boy is determined. This seems like a definite step in the right direction, and is especially significant because of the necessity of careful selection in introducing boys into our new curricula in the High School. Inasmuch as this may be one of the most difficult

transitions the Girard College student must make, it is hoped that some of the difficulties encountered in the past may be eliminated.

For those who required them, psychiatric interviews were continued. A total of 43 boys were seen—37 new cases and 6 held over from 1944. The total number of interviews was 170. There were no cases of psychosis. There were a few psychoneurotic reactions. The largest group of boys were simple behavior cases. A few more boys this year had what might be termed a character neurosis.

The problem of handling and giving remedial work to boys suffering from speech difficulties assumed larger importance during 1945 than it had previously. Whereas the number of boys referred in any preceding year for such treatment had ranged between six and eleven, this year's group totalled thirty-three. Despite this unanticipated increase, the Department was able to meet the situation. In order that conflicts with other activities might be avoided, the speech work was scheduled between eight and nine in the morning. Although some of the boys had to forego opening exercises and Chapel services, they missed no classes. The type of case encountered ranged all the way from the simple infantile mutilation to the most serious kind of profound stammer. Twenty-four additional boys were examined because they were referred as possible speech cases, but they were found after study not to be afflicted with any difficulty of this nature.

The total number of individual speech lessons given by the Department throughout the year was 784. This compares with a total for last year of 352. The time assigned per lesson is usually one-half hour. Fourteen boys had one lesson per week, fifteen had two, three had three, and one had five. These thirty-three boys were distributed by grades as is shown in Appendix J. One of the situations which must be taken into account in the admission of border-line cases is the large number of boys who have failed to develop correct speech habits, and who therefore present typical cases of infantile mutilation. This fact has accounted somewhat for the increase in the number of cases for whom we have had to provide instruction, and is indicative of what we may expect in the future with the continued admission

of such individuals. This, however, is not, in the opinion of the Director, a reason for excluding such cases, for the task of correcting these speech defects is not difficult if one is provided with the proper staff, and the time in which to carry on the work.

Appendix Q provides a statistical picture of the work of the Department of Student Personnel during the year.

ADMISSION AND PLACEMENT

In the Department of Admission and Discharge there was again a considerable increase in correspondence caused by the war and the war activities of our alumni. Fortunately the clerical force of the department has been strengthened during the year, and Lieutenant Colonel G. Curtis Pritchard is now returning to resume his place as Assistant Superintendent of Admission and Discharge. While Colonel Pritchard was in the service the department enjoyed the assistance of Mr. Frank D. Witherbee, formerly Superintendent of Admission and Discharge, who was a tower of strength in a period of need.

This year there were fewer new registrations for admission than last year. As a result standards of acceptance were lowered. A higher proportion of boys examined has been accepted than in previous years. The application list appears to be a little more encouraging at present, and, if the trend continues, 1946 will show an increase over any other year since 1940. There appears to be no reason for this trend unless it be favorable results from the *Alumnus* Representative program instituted in May, 1945.

Under this plan one or two representative alumni in each of the large cities of the State act as liaison officers for Girard College. As well-established citizens in their communities, such men talk with mothers of prospective candidates for admission, act as friends to the young graduate returning to make his adjustment to home life and a new job, and are a tie between Girard and the local alumni group.

The proposal was sponsored by the Superintendent of Admission and Discharge and met with the endorsement of your Board. Selected alumni in fifteen up-State centers of population were invited to attend a week-end conference at the College. In those communities where the representative had the initiative and re-

sourcefulness to promote the project and where the Superintendent of Admission and Discharge had the time to help organize the area for concrete action, the results were gratifying. Some of the communities where the program is now operating and has been effective are Wilkes-Barre, Reading, Allentown, Bethlehem, York and Pittsburgh. It is proposed to push this phase of the public relations program, further expanding it to include other communities of the State, perhaps even the Philadelphia area.

The Committee on Review, of which the Superintendent of Admission and Discharge is chairman, continues to do an excellent piece of work. This Committee, whose main task is to prevent boys from getting involved in major difficulties, has had no easy assignment during the war years. Unsettled war conditions, swollen incomes paid to their contemporaries outside, the approaching immediacy of service in the armed forces, and the prosperous condition of their families at home have all tended to make boys restless and have naturally affected their records as students and citizens. Of the 250 individual reviews made, seventy-nine had to do with seventeen boys. The records of nine boys came before the Committee four times each; of the nine, five remain at the College, four in good standing. Six were reviewed five times; four of these are still at the College, one being about to graduate and two others being in good standing. One boy's name was before the Committee six times, and he is to remain upon probation until the day of his graduation. One student left the College after his name had come before the Committee seven times.

Work with boys who attain the least success as students and citizens is naturally discouraging. Fortunately there are many contacts at Girard to dispel gloom. The somewhat weary staff member cannot fail to feel a thrill when he sees a graduating group march into its commencement exercises, for example. Perhaps the cost of all this is a lot higher in staff effort and energy than it is in money.

ALUMNI

During the past year the Girard College Alumni Association engaged in its usual activities and began to make plans looking to the participation of alumni in the Centennial Celebration of 1948.

The writer of this report is continually impressed by the unusual loyalty of Girardians. They love their old school, and they seem to be free of the besetting sin of the alumni of many institutions who feel that their *almae matres* were at their best when they were in attendance and that subsequent changes have been for the worse.

Even Girardians who fell short of scholastic standards, or who left under other than the happiest conditions, have for the College a lasting pride and respect which bring them back "looking up." An illustration of this is the story told by Dr. Haskell.

He says: "An ex-Girardian once stopped me at an alumni meeting with the question, 'Weren't you once in the Class of June, 1909?'"

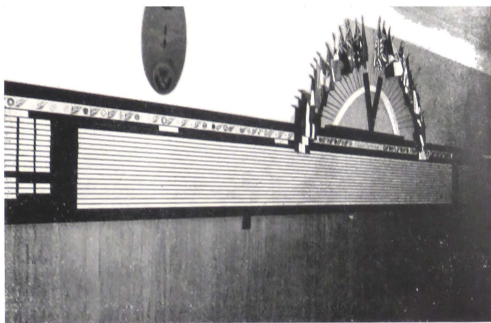
"I replied, 'I did not graduate . . .'" But before I could say 'from Girard College' he slammed his hand on my shoulder and spouted,

"'Never mind, old man, a whale of a lot of us didn't, but we love the old 'hum' just the same.' Not the exact words, but the import of his meaning was the same. And off he hurried. I noted that he avoided me the rest of the evening, probably questioning the truth of somebody else's statement that I was not only a member of the Faculty but also head of a department."

Those of us who spent much time on the Girard campus during the war frequently felt a lump in our throats as we watched the number in the gold star of our service flag increase, and learned the sad news of the death of some Girardian in uniform whom we held in our affections. At the close of 1945, there are still ten Girardians reported as missing, and fifty-five who made the supreme sacrifice. They are listed with their classes as follows:

MISSING IN ACTION

| | | | |
|-----------------------|------|----------------------|------|
| Cascarino, Lawrence | 1940 | Purcell, John E. | 1936 |
| Dunmire, David Paul | 1940 | Rose, James V. | 1930 |
| Gamble, Charles A. | 1924 | Shearin, Thomas B. | 1940 |
| Hugler, Robert Kermit | 1938 | Spatzer, Robert Earl | 1933 |
| Nolan, John | 1939 | Tanner, Earl Richard | 1931 |



ALUMNI SERVICEMEN'S HONOR ROLL

LOOKING EAST FROM THE JUNIOR SCHOOL ROOF



KILLED IN ACTION

| | | | |
|-------------------------|------|--------------------------|------|
| Barnhart, William | | Jeavons, Jack | 1933 |
| Russell | 1939 | Klinges, Bernard Vernon | 1939 |
| Barth, Milton | 1941 | Kressler, David A. | 1936 |
| Berger, Nelson Arthur | 1940 | Krupp, Albert R. | 1932 |
| Boston, Samuel S. | 1924 | Lambert, George W. | 1942 |
| Boyer, Robert James | 1941 | McCartney, Reed Lee | 1930 |
| Buckley, Richard M. | 1940 | McCracken, Stark H. | 1940 |
| Clanton, John Robert | 1939 | Morris, James Alvin | 1929 |
| Cooper, Leslie Joseph | 1938 | Myers, Maurice William | 1938 |
| DeRosa, Anthony | 1941 | Nelson, William Jay | 1943 |
| DeVergilio, Joseph | 1942 | Niwinski, Henry George | 1940 |
| Dieter, Ralph Victor | 1929 | Nuneviller, William | |
| DiGirolamo, Louis | 1937 | Henry | 1936 |
| Dolde, Charles Henry | 1917 | Picciani, William Ernest | 1935 |
| Dunn, James M. | 1943 | Pritchard, Griffith | 1938 |
| Eckman, Elmer G. | 1943 | Prussel, Morton | 1941 |
| Edman, Alexander | | Quinn, Roland Harry | 1941 |
| Emanuel | 1916 | Redington, Paul G. | 1944 |
| Evans, Harry Winfield | 1932 | Roesser, George H. | 1937 |
| Farrington, Elwood | 1936 | Sclarencio, Stanley Ivan | 1937 |
| Fleming, William | | Seaborne, Frederick | 1933 |
| Robbins | 1939 | Semenick, Nicholas | 1942 |
| Fulton, Francis Reed | 1927 | Stover, Harrison Yerkes | 1937 |
| Gillich, Joseph Phillip | 1936 | Thorborg, Robert | |
| Ginkinger, Harry | 1925 | William | 1939 |
| Hildenbrand, Raymond | | Whalen, Matthew | 1931 |
| L. | 1933 | Worthington, Joseph | 1937 |
| Himes, Gerald Aubrey | 1938 | Yost, Robert S. | 1943 |
| Hoyt, Robert Maginnis | 1939 | Zelinsky, Robert M. | 1940 |
| Hoyt, William H., Jr. | 1938 | Ziegler, Samuel | 1934 |
| Jamieson, Thomas Stuart | 1938 | | |

With 1329 alumni in the Army, 106 in the Marine Corps, 572 in the Navy, 26 in the Coast Guard, and 42 in the Merchant Marine, there must have been at least 2075 Girardians in uniform, of whom between four and five hundred had been discharged before the end of 1945. As of January 1, 1945, there were 31

top-ranking officers, and by the end of the year there were 53 known to us.

The same morale-building projects instituted in 1944 for men still in the Service were continued this year. These include a second pocket-sized book, "Brothers of Girard," compiled by the President of the College. The end of hostilities in Europe soon after its publication made the compiling of a third book unnecessary. The amount of correspondence with service men became so large that it was difficult for Mr. Macy and other officers of the College to keep up with it. The Print Shop provided one thousand sets of pages taken from the booklet, "Girard College—A Pictorial Story Present and Past." As letters were received from these men, envelopes were addressed, their office personality record-cards were referred to Mr. Macy, and during evenings and at other odd times, he penned on these pages brief answers to questions or wrote items of College news. This was, of course, in addition to the not inconsiderable correspondence maintained by many teachers and administrative officers. Anticipating the end of the war, early in the year the Department of Admission and Discharge sent record forms to all men in or discharged from the Service. Also early in the year, a master service-card file was fully developed.

During the last four months of the year, the Department of Admission and Discharge helped 388 discharged veterans work out their problems. One hundred and thirty-five of these former Girardians decided to go back to their pre-war employment, many finding promotions upon their return. One hundred and fifteen men were interested in furthering their education under the G. I. Bill of Rights. Disappointments in acceptances of these men by educational institutions were kept at a minimum by frankly discussing with each veteran the schools for which his record would qualify him. In some cases, he was advised against pursuing the courses which required standards of achievement beyond his capacity. The remainder of the veterans sought new and better job opportunities. Many of them were readily placed. Fortunately for the remainder, Mr. Pritchard has returned and will be giving much of his attention to their needs.

We feel a great sense of loss for the Girardians who met their

deaths serving their country. Among these the two Hoyt boys were splendid examples of American young manhood. Both were war casualties. William was a member of the Class of June 1938 and Robert of the Class of January 1939. They had distinguished themselves at Girard College and in their subsequent college and military careers. Their mother, Mrs. William H. Hoyt, whose only children these boys were, established prizes to be given each term to the graduates of Girard who rank first and second respectively in their commercial work during the last two years of the high school course. The prizes will be known as the William and Robert Hoyt Memorial Prizes. Mrs. Hoyt informed the writer that Girard College was very close to the hearts of her boys, as it is to her own. She stated that several months ago she received a diary kept by Bill, a lieutenant in the Marines, which contained the following entry for March 10th, 1943:

"Today marks the 12th anniversary of my admission to Girard College for which I'll be forever grateful."

Not long afterward he met his death in the South Pacific. Like other Girardians Bill had sung at Commencement the Farewell Song:

"Farewell! Farewell!
Dear temple on the hill;
We'll not forget you
Till our hearts be still."

THE SUMMER SCHOOL

The names of the summer school staff are listed in Appendix C and the student enrollment figures are given in Appendix E. The summer school again contributed successfully to the total program. A comparison of the promotion statistics for the past five years indicates that this has been the best year.

The program of the high school tutoring classes was enlarged this year to include health education, mechanical drawing, and electricity. These classes followed the courses provided for them. Two periods of one hour each were rostered daily for these three

new subjects. In the electrical course several additional projects were introduced, such as a study of the mechanism used in an "electric fence" and each boy made an electro magnet. Added projects of the mechanical drawing course consisted of making working drawings and developments of a nut, a socket, and a reflector, and included also some instruction in blue print making. Tutoring work also included certain boys confined to the Infirmary for protracted periods.

An outgrowth of the tutoring program with the Junior High School students is the recommendation that those boys whose records indicate they may experience difficulty in adjusting to high school work be given a general review course during the summer session. In the opinion of the Summer School Principal, the transition from Junior High School to High School is a difficult one for boys who are either scholastically weak or unable to study without constant adult supervision.

For the third summer session, all boys had a complete daily roster. Many boys have expressed their appreciation for the variety of activities provided, and in increasing numbers they have asked for additional assignments in areas of special interests.

To enrich is to add something of value to that which already exists. Most of the enrichment class programs of the Activities School this year were planned as units with emphasis on the further development of knowledges and skills. Each unit included some contacts with the arts, social studies, oral and written expression, the library, music, and handwork.

As usual the boys showed real interest and enthusiasm in their handwork activities. Although the urge to "make something" is the drive behind this interest and activity, and the completed project the goal, nevertheless certain other values accrue to the boys. They discover that handwork aids them in the development of hobbies, is a source of stimulating recreation, a means for improving handwork skills, and an opportunity to express ideas in various media. The media used by the boys in the handwork classes were varied in character and offered ample opportunity for creative expression. Included among them were basketry, clay, glass, leather, linoleum, paper, papier-mache, and wood.

The radio workshop again was a very popular and successful

feature of the enrichment program. Time is too limited in a summer session to do more than make a beginning in the field of radio but all the boys were eager and anxious to begin work in the "studio." In addition to gaining some understanding of the art of broadcasting, how radio programs are built and produced, an opportunity was given as many boys as possible to participate actively in a studio production. Interestingly enough also, from discussions and reactions to the news commentators and the few short radio programs to which the boys listened in the classroom, they seem to have developed some discrimination in their listening.

Current events received much more attention and emphasis this year than in any previous summer. The fast moving pattern of world events could not help but stimulate a series of discussions. Newspapers and up-to-the-minute news broadcasts furnished the starting point. Most of the boys were interested in contributing their ideas, and many proposed solutions to the various problems which presented themselves. A dramatic feature of the summer was the sudden announcement that Japan was ready to accept the terms of the Potsdam Conference.

The success of trips taken outside the College to places of entertainment and educational value in previous summers indicated that these should be continued. Since practically all industries and all government buildings were closed for the duration, outside contacts were limited to those places which welcomed visitors. A pleasing variety of interests, however, were represented by the places visited.

For the first time during the summer school session, classes for restricted activities boys were organized. For physical reasons these boys are limited in their activities. Special group provision for them is greatly to be desired and a constructive step, but one which is not feasible during the regular school year. The adjusted roster worked out for them provided a continuous program for this group. One of the pleasant diversions for eight of these boys was a trip to Atlantic City.

The Principal of the Summer School comments on the helpfulness and usefulness of the new card index system in the initial organization of the summer classes and the two reorganizations necessary at the close of the first and second periods. This index

provides a separate card, with needed information, for every student on the College rolls.

THE SUMMER CAMP

The College Camp was operated for two groups of boys for three weeks each between June 27 and August 9. The first campers, 138 in number, came from the Junior School and Good Friends Hall, and the second group, 114, included boys from the rest of the College. There were only a few campers from the upper houses. Eleven of the latter group formed a service unit and assisted in the kitchen during both periods. Mr. George B. Diamant, Teacher of Corrective Gymnastics at the College, served admirably as Camp Superintendent. He was assisted by thirteen senior counselors and a member of the Post High Class as clerk.

There was an excellent activity program, in which boys had a choice of a wide variety of things to do. They could choose from nature study, archery, gymnastics, camp craft, tennis, swimming, boating, canoeing, fishing, field and track events, volley ball, badminton, and elementary astronomy.

Although there were, to be sure, the expected wartime difficulties, the boys were healthy and enjoyed their outing. In fact, the campers made an exceptionally good health record. There were, of course, some cases requiring the attention of the visiting physician, but they were, in the main, abrasions, lacerations, strained muscles, sore feet and blisters, to be expected in groups of active, healthy boys. There was very little ivy poisoning because of the program of eradication which has been carried on for the last two years. The physician expected our boys, like other campers, to be afflicted with colds and sore throats, for out of the forty-two camping days rain fell on thirty-four. One of the old residents referred to it as the worst summer he had known in seventy years. It had no ill effect on the campers.

Great excitement was caused on one occasion when a full grown deer visited the Camp, submitted to petting by the boys, visited the Recreation Hall, and would have gone to the dining



A FREQUENT VISITOR AT THE SUMMER CAMP

BUILDING A PUPPET SHOW IN THE SUMMER SCHOOL



room if it had been allowed. This was a thrilling experience for the youngsters. Nothing of the sort had happened during the sixteen years of the Camp's existence.

The regime at Camp made a lazy life impossible. There were forms of camp-keeping and camp-housekeeping in which every camper had a share. They made their beds daily, swept the cabins, made the grounds presentable, kept the boats and canoes ship-shape, ran errands, and performed innumerable other duties connected with the smooth running of the Camp. After a day with its periods for work, meals, swimming, rest and games, the boys gathered about the great campfire for songs, stunts, and other forms of entertainment. When taps were sounded at eight or nine, depending on the age of the boys, they went to bed tired and content and ready for the gift of sleep.

THE STUDENT WORK PROGRAM

Unfortunately, it was necessary to continue the Student Work Program throughout the entire year. There was very little increase in the number of adult employees after V-J Day, and in the fall the labor shortage was about at its peak of the war years. More kitchen men seemed to be available in the fall, although very few women applied for work. The necessity for the Student Work Program will not likely end abruptly; it may taper off over the period of a year or more. The attitude of the boys continued to be good and they performed their work quite satisfactorily, although motivation for the work naturally dropped off with the close of the war. Beginning with the fall term boys on certain jobs were paid small amounts weekly for their services.

The disadvantages of the Student Work Program have already been enumerated in the Annual Reports of 1943 and 1944, and it is not necessary to repeat them here. There is unquestionably an educational value in work, but the discussion of it is more theoretical than realistic if a boy's school schedule is upset and he is forced to absent himself from regular appointments.

THE GIRARD COLLEGE CENTENNIAL

In his report for 1944 the writer referred to the importance of the Centennial celebration to be held in 1948 and to the acceptance of the chairmanship of the general committee by Mr. John A. Diemand.

Mr. Diemand accepted this Chairmanship with the understanding, of course, that the larger part of the work would be done at the College under the direction of his policy-determining committee. To provide leadership for Centennial planning on the campus, Mr. Owen D. Evans has been appointed Executive Secretary of the Centennial Committee, while retaining his status as Superintendent of the Mechanical School. In order that Mr. Evans may give approximately half of his time to the Centennial planning, Mr. Creel W. Hatcher, Instructor in Foundry, is serving as Assistant Superintendent of the Mechanical School.

FOUNDER'S HALL

Founder's Hall is the traditional symbol of Girard College. It was the one building planned by Stephen Girard himself. It has always been the center of the College architecturally and in location. Tribute has been paid to it by many authorities, the most recent being Talbot Hamlin ("Greek Revival Architecture in America;" pp. 439 + xiii; 1944, Oxford Univ. Press, N.Y.).

A committee of the staff consisting of Miss Hazel Erchinger as chairman, Miss Miriam McGhee, Miss C. Ruth North, Mrs. Joseph A. Davis, and Messrs. Robert T. Anderson, Owen D. Evans, and William Jamison, was asked to recommend changes looking toward the immediate improvement of Founder's Hall as a social center and its subsequent use during the Centennial celebration of 1948 as the hub of activities and as a place where the Girard furniture and other Girardiana could be most effectively exhibited. The present condition of the furnishings and effects, which has prevailed since at least the beginning of the century, is embarrassing to us, especially since the Will (XXI) gives some evidence of the Founder's desire concerning the care and preservation of his possessions.

The committee submitted proposals of alterations and costs which are functionally practical. These involve no structural changes in the building. They were approved by your Board and an appropriation was made for the work. Unfortunately, post-war difficulties and the cost of labor and materials have caused delays, but it is hoped that we can make real progress on this program of changes during 1946.

As proposed, these changes will include a thorough cleaning of the marble columns, the entablatures, and the marble floor and stairs, in both north and south vestibules, and painting the walls in both vestibules, possibly in contrasting colors. This painting expenditure is a necessary maintenance item in any case. The marble has not been cleaned for a long time, but the painting is done periodically. The vestibules were last painted in 1937. Present plans also provide for the installation of rest-room facilities in the north vestibule (first floor).

The Directors' Room, the southeast room of the first floor, will remain unchanged. The present relic room, the southwest room of the first floor, will be retained as a museum for the display of selected furniture, pictures and ornaments, chosen from the Girard relics. The remaining articles will be displayed on the second floor. The relic room is large enough, even with well-arranged exhibits around the walls, to permit its serving as an ante-room or reception room. It is proposed to use the northeast room of the first floor as a social hall, where various functions, including the dances of the older students, will be held. The northwest area of the first floor was originally a room fifty by fifty feet like the other three rooms on the floor. It has been divided in half by a partition which can be retained and made part of the present scheme. It is proposed to make a lounge in the south half, which now houses the Girardiana safes. This will be used as an adjunct to the social hall, as a room where meals, such as luncheons for the Board, can be served, as a committee room, or for any purpose not requiring a large room. The north half will be divided by a partition into a small lounge or committee room, a kitchen, a hall, and a storeroom.

The second floor will be only of slightly less importance than the first. The southeast area of the second floor was origi-

nally a room of fifty by fifty feet. It was later partitioned into two rooms of equal size. It is proposed to use both as a museum of Girard's household effects, since the large amount of wall space lends itself well to display purposes. The southwest room of the same floor will be fitted up as a meeting room and lecture hall. Such a room will be useful at all times, including the Centennial season, since the College lacks one at present. It is proposed to set aside the northeast room of the second floor for the valuable collection of Girard manuscripts. The room will be divided in half by a partition, the south half serving as an exhibit room for the manuscript collection and the north half as a manuscript room to hold the safes and ships' boxes in which the manuscripts are stored. The adjoining northwest room should be reserved as a trophy room and as a center for all historical interests of Girard College, including those of the alumni.

Most of the upholstered furniture which belonged to Stephen Girard himself needs to be reupholstered, and some of it may need regluing or repairs for minor injuries. Some of the glass cabinets will need relining. Items like silverware and other metal objects will need to be thoroughly cleaned and polished. It has been thought inadvisable, while repairs and changes are going on in Founder's Hall, to shift the relics about from room to room or transfer them to the third floor. They will therefore be removed to a room in the basement of the Library, which is dry, sufficiently lighted, easy of access to workmen who come in from outside, and equipped so it may be locked up as securely as any room in Founder's Hall. This room also lends itself to closer supervision than any room in Founder's Hall. It seems best to place all the relics in this room in the Library Building and to leave them there until necessary repairs can be made. They can then be moved back to Founder's Hall and exhibited under the approved plan following the completion of work in that building. Article XXI of the Girard Will states: "There should be at least four outbuildings detached from the main edifice, and from each other, . . . each building should be, as far as practicable, devoted to a distinct purpose: in that one or more of those buildings, in which they may be most useful, I direct my executors to place my plate and furniture of every sort."

The Library, which is one of the "at least four outbuildings" with "a distinct purpose," ought to be satisfactory in the light of the Will for housing the Girard relics temporarily.

THE SOCIAL PROGRAM

In his report for last year the writer stated that in the fall of 1944 we attacked more vigorously the problem of the social training of our boys "by definitely assigning someone to provide formal instruction and practice in the social amenities and to have overall supervision of our social program and dances. This includes also such matters as table manners and personal appearance." A year ago it was not possible, of course, to evaluate the work of the new program. Indeed, such a program, intelligently constructed, develops slowly and experimentally and does not proceed from a detailed plan worked out at one sitting.

And so the program has progressed for a little more than a year. Miss Miriam McGhee has proven to be an ideal person for the assignment of directing it. Very wisely she has moved slowly and built upon plans already found to be successful. Many interesting and successful innovations have been added.

More parties for the younger boys of the High School, well-planned class dances, regular dancing instruction for Juniors, dance practice sessions, informal late afternoon "coke and pretzel parties," regular classes in the social amenities for High School freshmen and seniors, informal discussions of "good manners," "laboratory" sessions in table arrangements using dishes and silver, special luncheons and dinners for various groups, a buffet supper before each graduation dance, entertainment of our boys by other schools—these are some features of the social program that should yield dividends in the lives of our Girardians in the future.

Undoubtedly, the social life of the boys has had new direction, new impetus, and new values this year. Much has been done to give the boys a greater social consciousness, a better understanding of social amenities, and a more mature social attitude toward staff members and the girls invited as guests to the College. Miss McGhee and the many staff members who have cooperated with

her have given an inordinate amount of time and effort to this phase of our life this year. It is extremely important that every member of the staff of the College accepts his or her individual responsibility for the attitude and social development of our boys. With such cooperation on the part of everyone we can equip our boys to face the outside world with dignity and self-assurance.

BUSINESS OPERATIONS AND PLANT MAINTENANCE

The restoration of normal conditions in respect to the availability and quality of commodities was still very far distant as the year closed. A recent business report states: "The problems of securing sufficient material and supplies for operations were never more difficult." There is a continuing shortage of needed items of clothing, food, and maintenance, all of which are surrounded with irregularity and uncertainty. The little progress that has been made in some lines is completely overshadowed by the frustration experienced in most of our efforts to restore operations to reasonably normal levels.

Fresh and smoked meats and poultry of all kinds were very scarce throughout most of the year. Our occasional inability to obtain these main items of a meal, on which menus are based, caused many changes in meal planning, so that at the end of some weeks the original menus had often become unrecognizable. Butter, sugar, fats, and oils remained as scarce as at any time during the war, and this necessitated a considerable reduction of our sugar and butter consumption. The necessary reduction of sugar and shortening in bread and ginger cake making lowered the quality of these products. The bread dried out quickly and the gingers were hard and unpalatable. Toward the close of the year we were able to secure a good grade of sugar-cane molasses which improved the quality of the "gingers," and, by serving them on Friday instead of on Sunday, we prevented their becoming hard and dry. This is probably the first time in fifty or more years that "gingers" have not been served with the Sunday evening meal, but the boys heartily approved the change.

Textiles continued to be very scarce during the year. For

example, difficulty was experienced in securing sheets, towels, gloves, underwear, and handkerchiefs. Shirts were the most difficult item to obtain as no finished ones were available, nor were shirting materials obtainable from which they could be manufactured. Some sport shirts were on the market and it is likely that these must be resorted to in 1946. The quality of the shoes received during the war was not equal to that of prewar standards. Government regulations forbade the making of shoes with full vamps, leather box toes, and counters. These restrictions affected the life of the shoes. The shoes received during 1945, both high and low, with a few exceptions, were brown, while in previous years all high shoes were black. In accordance with a recent decision of your Board, regular purchases in the future will be restricted to low shoes.

With the exception of the food and dining-room service, where an abnormal number of vacancies still exists, most of our services were fairly well manned under the necessities of wartime restrictions. Of the 256 positions in the Department of Domestic Economy other than supervisors, 60 were, on an average, vacant during the year. Fifty-four of these vacancies occurred in the food service where there are 113 positions, which means that this branch of the Department operated throughout 1945 with approximately 53% of its normal complement. This deficiency has been met by the efforts of the boys in the Student Work Program under the supervision of Mr. James D. White. The boys who have been doing this work on rotating schedules for several years are generally familiar with the work, and when properly supervised they do an excellent job. However, much has been said about the disruption of the educational program for the boys and it is desirable that we resume normal operations with paid employees as soon as possible. There is significance in the fact that in the Domestic Economy Department the average age of employees has increased approximately ten years since 1929, when the average age was 39 years. During wartime it was obviously necessary to engage older people. In November a check of current employment records covering the Department of Domestic Economy and the Department of Grounds and Buildings was made to see how many persons above the age of 40 had been

employed up to that time. The results indicate a ratio of 25% in the Domestic Economy Department and 47½% in the Department of Grounds and Buildings. It should be noted that persons employed after the age of 40 are automatically ineligible to participate in the benefits of group insurance and retirement allowances.

Within the office of the Business Manager wartime conditions have caused a virtual breakdown in the regular procedure of procuring services, supplies, and equipment. Competitive bidding, so basic in our operations, simply does not yet exist in many fields of purchasing. More often than not, the availability of an item becomes the primary factor. For obvious reasons, the legal and formal aspects of the purchasing procedures have greatly increased during the war years and have added appreciably to the already increased burden of trying to maintain operations in a very critical period, many times to our unavoidable disadvantage.

Among the extra difficulties of recent years in the Business Manager's office, in addition to the legal formalities, are a greatly increased load of payroll work complicated by deductions for City Taxes, purchases of War Bonds, deductions and accounting for withholding taxes, highly detailed calculations and recording of emergency allowance, abnormal turnover in help, figuring overtime payments, incentive and emergency bonuses, individual salary and wage forms in quadruplicate for all employees for the Internal Revenue Department, repeated reissue of requests for bids on scarce items because of no responses, seemingly endless Governmental forms to be executed and conferences with Government officials, the unavoidably excessive time consumed in the irregular handling of purchase orders, irregularities and difficulties in the payment of bills, and the absence of the Assistant to the Business Manager in the service.

The College is trying to keep abreast of the situation regarding the disposal of surplus Governmental property to determine whether the acquisition of such property is of advantage to the College. The channels set up for the disposal of this equipment are many and they increase and change frequently. The rules and regulations are voluminous, complicated, and also frequently changed. Because of our status as a Department of the City of

Philadelphia, we have a preferred position. But the procedure is fundamentally different from our normal operations in that the Government takes little, if any, responsibility for the condition of the property. It must usually be bid upon on the basis of "as is and where is." The property, more often than not located at very distant points, cannot be inspected, and we know from experience the hazard of trying to procure any property without preliminary inspection. Often the bid forms of the Government specify sales in job-lots or in minimum quantities far too large for us to consider. At the close of the year no Governmental surplus property had been acquired. Plans are maturing by which a staff member may devote approximately half of his time to this problem. There will be a great increase in the amount of such property announced for disposal. The great bulk of it has not yet been inventoried.

Despite limitations the College has attempted to keep its "physical fitness." During the year 9461 jobs were assigned to the maintenance force, each one of which required the services of one or more mechanics. This was 16 fewer than in 1944. Sand traps and a new four-inch drain line were installed in the west areaway of the Armory Building in an attempt to relieve the flood conditions. While this helped to some extent, on two occasions the basement of the building was flooded because of the insufficient capacity of the city sewer. The wood floors of the two recreation rooms, already damaged from many previous floods, were again impaired to such an extent as to make play hazardous. In order to ensure safety the worst places were relaid.

A large amount of repair and maintenance work was done at the Power House during the year, the major item being overhauling of the turbo-generator, including the removal of deposits from the turbine blading. The horizontal coal conveyor was entirely rebuilt, but due to delayed delivery of the motor, the equipment was operated by the old motor. Chains were renewed on the vertical coal conveyor. Much trouble was experienced with the governors of the stoker engines and the bearings of turbines which drive the forced draft blower and the boiler feed pump because of dirt that got into them as a result of blowing siftings. The turbine drive for the boiler feed pump was returned to the factory for a

complete overhauling. This is a condition that should be corrected as soon as a solution can be found. Another matter demanding correction is relocating the ash conveyor pipe in the rear of No. 1 and No. 2 boilers. The conveyor pipe is now located inside the ash pit of the boilers and every time a flood occurs, water gets into the pipe and packs the cinders, the removal of which necessitates taking one boiler from the line.

Two sets of transformers are in use at the Power House, one of which supplies power to the Power House and Mechanical School and the other light. The lighting transformers are overloaded due to the increased lighting load in the Mechanical School and should be increased in size. A better plan would be to install separate sets of transformers for the Mechanical School and retain the present ones for the Power House. This would make it possible to supply power and light for the Power House when the rest of the buildings are without these services due to a breakdown of the main cables or the necessity of making repairs. The trend is again upward in power consumption and when the House Group is placed in use again a new peak will probably be established. Attention is again called to the desirability of giving early consideration to the generating equipment at the Power House. Power consumption will increase in many of the buildings, if we are to maintain a modern boarding school plant, and therefore attention should be given to the source of power.

Foresightedness in establishing a program in the Laundry for replacing wornout equipment, begun in 1937, has paid dividends during the war years. Not only was the mechanical efficiency unimpaired, but economies were effected because of the lowered cost of operations, maintenance, and repairs. No major repairs in laundry equipment were necessary in 1945, a year when it would have been almost impossible to get such work done.

The Girard College budget for 1946, which your Board approved early in December, reflects the upward trend of prices, the requirements imposed by deferred maintenance, the wartime "damming up" of needs, the desirable restoration of normal "stock on hand," especially in the seriously depleted food staples and clothing and other textile stocks, and the possible resumption on September 1, 1946, of the operation of the House Group, long

closed because of the wartime domestic help shortage. It also includes provision for some features of the improvement program discussed in the next section.

The total actual ordinary expenditures for 1945 for the maintenance of Girard College, according to the Comptroller's statement of December 31, 1945, amounted to \$1,510,010.83, an increase of \$19,446.81 over the corresponding figure for 1944. The average number of students maintained was 1349, which represents a reduction of 58 from the figure for 1944. The per capita cost for 1945 was \$1,119.36, an increase of \$59.96 or 5.4% over the 1944 figure.

Extraordinary expenses, including the Emergency Allowance (\$171,005.99) which was charged to Surplus, amounted to \$182,960.27 and increase the per capita cost by \$135.63, bringing the total per capita cost to \$1,254.98, which is an increase of \$84.20 over that of 1944.

Since the amount spent in 1945 for subsistence was \$232,739.86, the per capita cost for subsistence calculated on the basis of boys only, numbering 1349, was \$172.5276, or \$.5228 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1349, officers and employees 323, total 1672), the per capita cost is \$139.1984, or \$.4218 per day. The per capita cost per day for 1944 was \$.484 for boys only and \$.3936 if others be included. There were thus increases in 1945 over 1944 of \$.0388 and \$.0282 a day respectively. In this calculation, as in those of previous years, only eleven months or 330 days to the year have been counted. The two summer vacation months are counted as one, since approximately one half our regular number are supplied with meals during this period.

THE IMPROVEMENT PROGRAM

At its meeting of April 20, 1945 your Board requested the Committee on Household "to make a study of necessary improvements in the buildings and facilities of Girard College and submit recommendations, with estimates of cost, to the Board so that consideration may be given to the setting up of reserves to finance such improvements when it is possible to make them."

The Committee welcomed the opportunity to make such a report to the Board. It assumed that no buildings of recent construction, such as the House Group, Library, Junior School, Armory, and Chapel, should be modified or reconstructed, that no play space should be encroached upon, and that, so far as possible, no other space now unoccupied by buildings should be built upon. Furthermore, it sympathized with the frequently expressed point of view of the President of the College and his associates, and of at least some members of the Board, that we should consider extending the successful Allen Hall room plan through other dormitory buildings for High School boys. From an educational point of view, we feel no more justified in putting up another building, or remodeling one of our present buildings, to contain large dormitory rooms holding thirty to forty beds than we should be in fitting out such buildings with gas lighting instead of with electricity.

The report submitted to the Board in October by the Household Committee necessarily emphasized the dormitories, since, in the opinion of the Committee, the oldest units of the dormitory system, with the exception of the remodeled Allen Hall, constitute the weakest feature of the facilities of Girard College. The Committee also assumed that the Board might at some time wish to increase the enrollment of the College beyond any previous figure, a step that would be next to impossible without making changes in our present crowded facilities. The crowded condition of our dormitories and their failure to conform to army health standards were discussed at length in a report written more than four years ago by the President of the College.

There are, indeed, several previous studies that were available to the Committee. In their chronological order they are, first, the Day and Zimmerman report of August 26, 1925, obtained in connection with the work of the Board's Committee on Enlargement, of which Dr. Thomas S. Gates was Chairman. The second report was that of a committee of the Board composed of the chairmen of the three College committees and of the Finance Committee, along with Mr. Ernest T. Trigg as Chairman. This report, dated October 14, 1938, discussed "the maximum number of boys who can be accommodated within the grounds at Girard

College" and the "new buildings and other provisions . . . necessary to the accommodation of such maximum number of boys," and demonstrated "the necessity for the accumulation of sufficient income outside of our ordinary maintenance requirements." A third report was prepared by the President of the College for a committee appointed by the President of the Board. This committee, of which Mr. Albert M. Greenfield was Chairman, was composed of the chairmen of the three College committees, the chairman of the Finance Committee, and the President of the College. This report, dated April 21, 1941, discussed dormitory space standards, our own dormitory situation, projected College budgets for 1942-1946, proposed non-recurring extraordinary expenditures for 1942-1946, and the administration of the admission policy previously adopted by the Board on December 13, 1940. As a fourth item, there were the studies of the post-war needs of the College made by a staff committee appointed by the President of the College and composed of Messrs. Robert T. Anderson and William Jamison with Dr. Edward M. Twitmyer as Chairman. These studies, the bulk of which were completed in the spring of 1944, were concerned with post-war repairs, alterations, replacements of equipment, and new equipment, especially those that represented needs which could not be met for several years because of the war. The fifth item consists of two reports made by a staff committee appointed by the President of the College and composed of Messrs. Robert T. Anderson, William L. Campbell, E. Newbold Cooper, Joseph A. Davis, Edward M. Twitmyer, and Owen D. Evans, with the last as Chairman. The first report, dated June 23, 1944, was the result of a study of the possibility of changing Bordeaux, Mariner, Merchant and Banker Halls to something like Allen Hall in order to break up our present objectionable barracks type of housing. The second report, dated April 25, 1945, was the result of a study to determine if the present method of mixing boys of different ages in the four upper halls, introduced in 1927, could be modified to the advantage of the whole dormitory arrangement.

One of the foregoing reports mentioned 1850 and another 2000 as a possible maximum enrollment figure. The 1945 report submitted by the Household Committee included (1) "necessary

improvements" irrespective of any considerable change in enrollment, and (2) "necessary improvements" if the enrollment is increased beyond any previous capacity. In many instances the two are inseparable.

The report of this year was in two parts. The first (Part A) recommended certain minor renovations, replacements, and new equipment, and the second (Part B) recommended a program of changes in the dormitory system. After considering this report, your Board in November approved "a program of replacements, improvements, and modernization at Girard College, including demolition and replacement of Lafayette, Good Friends, and Banker Halls, and certain other replacement and improvement items included in Part A of the report of October 19, 1945 . . . ; the Committee to report to the Board which of the items are essential and the order in which they should be proceeded with." The Board also decided "that, upon the recommendation of the Committee on Household, \$3,500,000 of accumulated income be set aside and appropriated for "Replacements, Improvements and Modernization at Girard College."

In December the Committee re-submitted for approval the minor renovations, replacements, and new equipment previously recommended in Part A, with the exception of items that would be taken care of with the replacement of three dormitory buildings. For example, the "installation of general toilet facilities in Lafayette and Good Friends Halls comparable with those in other buildings" would be unnecessary if these buildings were replaced; although otherwise, this change would be included among those most necessary. Items approved included the replacement of basement floors in the Armory, the resurfacing of the north playground and other playground areas, the restoration of playground toilets, general renovations in the Infirmary, the replacement of the hydraulic elevator in the Infirmary, general renovations in the Middle School Building, post-war additions in the Mechanical School, sound absorption treatment of dining rooms in the Dining and Service Building and the Junior School Building, additional recreational, service, and warehouse facilities at the Camp, improvements in the first-floor living rooms of Mariner and Merchant Halls as already carried out in Bordeaux

Hall, general renovations in the plumbing facilities of Bordeaux, Mariner, and Merchant Halls, and, if possible, provision for small family apartments for senior housemasters in Bordeaux, Mariner, and Merchant Halls.

The foregoing provides for giving no major attention to existing dormitory buildings, a topic to which Part B of the report was devoted. All of the present dormitory buildings of Girard College, with the exception of the House Group and the Junior School, both of which are for the youngest boys, were built either prior to its opening in 1848 or during the first 38 of its almost 100 years of operation. During the last six decades the ideas of what should constitute the life pattern of a large number of boys living together in a boarding school have so changed that, quite apart from any particular plan of enrollment expansion, we might well formulate a special program of change and adjustment in the material setup of the institution that would consume considerable money. Such a program would involve particularly the replacement of old dormitories with modern, up-to-date units, and possibly the replacement or renovation of buildings housing other divisions of our work.

The success of Allen Hall, which since 1937 has been an upper senior dormitory with a room plan, has been proclaimed both by alumni who have enjoyed its advantages and by staff members. It has equipped our recent graduates better than previous senior-group plans for life after graduation. This fact and the patent disadvantages of a crowded congregate system naturally leads us to hope that the room plan may in time be extended to other High School students.

A staff committee had attempted "to determine what is involved in shifting from the present congregate system of housing high school boys to a system of rooms for groups of two, three, or four boys in Bordeaux, Mariner, Merchant, and Banker Halls." A careful study of floor plans indicates the impracticability of partitioning the large rooms of these buildings into smaller sleeping rooms. Such a procedure would give too little improvement over the present congregate system, since the resulting rooms would have to hold as many as four boys, and the change would reduce considerably the number of boys the buildings could house.

Yet it remains "the strong belief of the committee (the staff committee) that regardless of costs or number of boys the need of a room plan is a prime essential for the future of Girard College."

The possible use of Lafayette Hall for the room plan was investigated, and the decision is a decided negative. Even the outer walls of Lafayette Hall could hardly be retained in a rebuilding project. Essentially the central rectangle of the building consists of massive walls and partitions without windows. Projecting from this central structure are wings which have an inadequate number of windows. The top floor with its mansard roof and meagre light might be partitioned into storage rooms. It certainly could not be partitioned into rooms suitable for living quarters. The structural changes involved are extensive enough to demand complete rebuilding. Much of Lafayette Hall has only one story and wastes space. At the rear of this area there are sixteen undesirable rooms now used by domestics over the east and west sides of the kitchen, but the rest of this part of Lafayette would not support even a second story, according to the architect who reported upon this matter during Dr. Herrick's administration.

Both Lafayette Hall, completed in 1881, and the building west of it, Good Friends Hall, completed in 1886, impress many laymen viewing their exteriors as being inferior to our buildings constructed before or after them. Even more striking are their interiors, for both buildings were apparently constructed in a period when the theory was that children should be seen and not heard. It was evidently felt that if a boy had a chair to sit in, a bed to sleep in, good clothes to wear, and good food to eat, he was being properly cared for. No play rooms were provided in either building, and general toilet facilities are still provided in a separate unit.

It would appear to be wiser to rebuild Lafayette and Good Friends Halls before Bordeaux, Mariner, and Merchant Halls, or even Banker Hall. The need of such reconstruction can be more readily demonstrated, and the preservation of at least the exteriors of the five original buildings of the College (Founder's Hall, Allen Hall, Bordeaux Hall, Mariner Hall, and Merchant Hall) as they are would satisfy those who believe they have unity, charm, and traditional significance. The congregate system in its best form

might be continued for boys of the age now served by Lafayette and Good Friends Halls if they were transferred, as they easily could be, to Bordeaux, Mariner, Merchant, and Banker Halls. The building to replace the present Lafayette and Good Friends Halls should be constructed with rooms for two, three, or four boys, preferably two, and could house the High School student body with the exception of the upper senior boys of Allen Hall.

As a matter of planning, approval was therefore given to the construction of a new building on the site of the present Lafayette and Good Friends Halls to house most of the High School boys. This building should be designed with an eye to economy of space. It could harmonize with our present buildings and might be built on the apartment court plan with four or even five stories, with lower ceilings than existing dormitory houses, and with bedroom-study units for two boys and in some instances for three or four boys. Such a building would have kitchen and dining room facilities and sufficient space in the basement and on the roof for play rooms, storage rooms, hobby rooms, and exercising areas.

At present the maximum capacity of Lafayette and Good Friends Halls is 544 and the large building to replace them should have an equal capacity. Boys of the age now occupying these two buildings would then be moved to Bordeaux, Mariner, Merchant, and Banker Halls. Our present feeling is that boys of this age can be continued in a congregate system with fewer problems than develop among older boys. Some persons might even believe that it is wiser to maintain the ward-like type of dormitory for these pre-adolescents and early adolescents, although such an opinion might undergo drastic revision in a decade.

Approval was also given for the razing and replacing of Banker Hall, with its capacity doubled, following the construction just outlined. This building was the earliest to be erected after the five buildings of the original Girard College group. It was intended as a service building and was not as well constructed as were the first buildings. It has had a variety of uses and renovations, and it is not now in good condition. The recommended change was an unaccomplished part of the original plan of enlargement and was suggested in the Day and Zimmerman Report. According to this plan the capacity of Banker Hall would be

increased from 144 to 288. This change is also recommended in the Trigg Report.

A desirable feature of any extension of the program approved would be an auditorium seating a thousand or more persons and having a modern stage. This facility, which is included in most new public secondary schools, is lacking at Girard College.

Discouraging increases in building costs and government restrictions upon post-war construction may delay for several years the realization of the larger part of the improvement program approved by your Board. Nevertheless, bold planning provides incentives. Timid thinking never achieved much. The late Daniel Hudson Burnham, who was in charge of the rebuilding and beautifying of Washington during the McKinley administration, enjoined his co-workers: "Make no little plans; they have no magic to stir men's blood, and probably themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will never die, but long after we are gone, will be a living thing, asserting itself with ever growing insistency. Remember that our sons and grandsons are going to do things that will stagger us."

CONCLUSION

It is to be regretted that this report has to deal at length with shortages and other difficulties and not more with progress and growth. The former were, however, a real part of the year 1945. Similar conditions have beset other boarding schools, some of which have fared worse than Girard. We can say with Virgil's Aeneas: *forsan et haec olim meminisse juvabit*—"perhaps some day it will be pleasant to remember even these things."

The war's end promises something better and the improvement program discussed in this report gives us a vision for the future. Those of us who are responsible for the carrying out of details of the administration of Girard keep our eyes and ears close to the ground and can easily see weak spots, difficulties and deficiencies. It is our task to eliminate them. But when we lift our heads and get an over-all view we can as readily see the progress,



THE MAIN ROAD UNDER SNOW

SPRING IS IN THE AIR



the growth, and the advancement that continually take place, even in years of depression and war.

There is a popular prayer that bears repetition here, as we are on the threshold of post-war changes in education and other phases of our life: "Lord, give us the courage to try to change things that should be changed, serenity to accept things that should not be changed, and sense enough to know the difference."

Again it is my desire to express grateful appreciation of the cooperation, confidence, and friendship accorded me both by members of your Board and by the staff of the College.

Respectfully submitted,

MERLE M. ODGERS,

President

APPENDIX A

CHANGES IN STAFF IN 1945

RESIGNATIONS

| | |
|---|-------------|
| ELEANOR W. PETERSON, B.S., Substitute Teacher, High School | January 31 |
| ANDREW J. STEWART, B.A., M.A., Ph.D., Teacher, High School | May 15 |
| ARLENE WALLACE, B.S., Teacher, Elementary Schools | August 31 |
| FAYE A. COLLICOTT, B.A., B.S., M.A., Children's Librarian | August 31 |
| KATHRYN M. BARCUS, B.S., M.A., Teacher, Elementary Schools | August 31 |
| J. HUBERT STICKLER, D.D.S., Assistant Dentist | September 1 |
| BERNICE M. COCHRAN, Oral Hygienist | October 15 |
| H. NANCY ROVITO, R.N., Nurse | November 1 |
| EDITH SATTERTHWAITE, Substitute Playground Teacher | November 13 |
| ALBERT A. DONZANTI, D.D.S., Assistant Dentist | November 30 |
| MARY C. STERN, B.S., Substitute Teacher, Elementary Schools | December 31 |

APPOINTMENTS

| | |
|---|--------------|
| REYNOLDS JOLL, B.S., Part-time Teacher, High School | February 1 |
| WILLIAM R. BUCKWALTER, B.S., A.M., Ph.D., Instructor of Economics, Post High School | February 1 |
| HANNAH D. BEITER, Substitute Teacher, High School | February 1 |
| MARIE LENHERR, B.S., Teacher, Elementary Schools | February 1 |
| JACK L. OZMUN, Supervisor of Student Work Program | May 11 |
| RUTH F. EPLER, A.B., Teacher, Elementary Schools | September 1 |
| S. ELIZABETH GLATZERT, B.S., Teacher, Elementary Schools | September 1 |
| E. PAULINE SWIGART, A.B., Teacher, Elementary Schools | September 1 |
| OWEN D. EVANS, A.B., A.M., Executive Secretary of the Centennial Committee | September 1 |
| CREEL W. HATCHER, B.S., Ed.M., Assistant Superintendent, Mechanical School | September 1 |
| MILDRED R. PHIPPS, Children's Librarian | September 1 |
| WILLIAM L. CAMPBELL, B.S., M.S., Part-time Teacher, High School | September 1 |
| EMIL ZARELLA, A.B., Part-time Teacher, High School | September 1 |
| WILLIAM F. ZEIL, A.B., A.M., LL.D., Part-time Teacher, High School | September 1 |
| MARION M. EPLEY, Substitute Teacher-Librarian, Elementary Schools | September 11 |
| ROGER E. BARTON, D.D.S., Assistant Dentist | September 17 |
| SHIRLEY B. REDISH, Dental Hygienist | October 17 |
| ROGER M. OWENS, D.D.S., Assistant Dentist | October 17 |
| ROY P. HENDRICKSON, Supervisor of Student Work Program | October 17 |
| ELIZABETH RITCHIE, R.N., Substitute Nurse | November 1 |
| FRANCIS H. MCGOVERN, Postal Clerk | November 26 |
| EDITH SATTERTHWAITE, Governess | November 26 |

RETIREMENTS

| | |
|--|------------|
| ULA W. ECHOLS, Teacher-Librarian, Elementary Schools | August 31 |
| HARRY BAYER, Postal Clerk | December 1 |

DEATHS

| | |
|-----------------------------------|-------------|
| MARY S. CHANCE, Retired Governess | April 21 |
| NINA MEHRING, Governess | December 20 |

TRANSFERS

| | |
|---|-------------|
| NELSON R. STEWART, JR., B.S., Supervisor of Student Work Program to Substitute Industrial Supervisor | January 10 |
| JAMES M. BAKER, B.S., Housemaster to Temporary Teacher, High School | February 5 |
| MARY C. STERN, B.S., Governess to Substitute Teacher, Elementary Schools | February 5 |
| MARIAN L. WILSON, A.B., A.M., Teacher to Teacher of Remedial Class, Elementary Schools | February 5 |
| ARTHUR FRANKLIN, Supervisor of Student Work to Assistant Director of Student Work | September 1 |

APPENDIX B

GIRARD COLLEGE CAMP STAFF—1945

| | |
|--------------------------|--|
| Superintendent of Camp | George B. Diamant |
| Visiting Camp Physicians | Philip F. Ehrig, M.D. William E. Andrew, M.D. |
| Resident Nurse | Mary Bonnenberger, R.N. |

COUNCILORS

| | |
|----------------------|----------------------|
| Arthur P. Bonekemper | H. Llewellyn Merritt |
| Frank A. Geno | Frank Pipito |
| William T. Heisler | Raymond Reiff |
| J. Ernest Hower | Edwin H. Robinson |
| LeRoy Keefer | Alfred Smeraglio |
| Claude F. Larimer | Blair A. Thompson |
| Glen E. Wolfe | |

APPENDIX C

STAFF OF SUMMER SCHOOL—1945

| | |
|--|------------------------|
| Principal | Charles K. Hay |
| Supervisor of Instructional Program | Russell M. Leonard |
| Supervisor of Recreational Program | Wilbur DeTurk |
| Supervisor of Recreational Program | Jacob D. Geiger |
| Supervisor of Auditorium Activities | Forrest R. Newmeyer |
| Tutor and Chairman of Tutors of High School Subjects | John Diehl |
| Tutor of High School Subjects | Iredell L. Aucott |
| Tutor of High School Subjects | George F. Humphreys |
| Tutor of High School Subjects | Charles C. Smith |
| Tutor of High School Subjects | G. Elizabeth White |
| Tutor of Junior High School Subjects | John J. Welsh |
| Teacher of High School Enrichment Program | Dr. Robert C. Wiltbank |
| Teacher of High School Enrichment Program | Milton O. Pearce |
| Teacher of High School Enrichment Program | Ida D. Taffee |
| Teacher of Music and Auditorium Activities | Harry Wilkinson |
| Teacher of Music and Auditorium Activities | Anne Ounan |

TEACHERS OF RECREATIONAL ACTIVITIES

| | |
|-------------------|-------------------|
| I. Edward Branhut | Evelyn Perkins |
| Thomas P. Larkin | Pearl Nightingale |

ELEMENTARY SCHOOL TEACHERS

| | |
|------------------|---------------------|
| Laura Harman | Christian Koch, Jr. |
| Lillian A. Reece | |

ENRICHMENT PROGRAM

Edna M. Hemphill
Christian Koch, Jr.
Bernard G. Kelner
Marie McGehean
Marjory P. Ruth
Virginia Sheller
E. Woodward Waltz
Margaret E. Wiegand

HANDWORK PROGRAM

Harold B. G. Bickell
Gertrude M. Ehinger
John T. Mladjen
Lewis J. Schall

APPENDIX D

GUIDANCE OF YOUNGER GIRARD COLLEGE BOYS

An excerpt from the report of the Supervising Principal
of the Elementary Schools.

The elementary school boy has many opportunities to secure the kind of help necessary to put him back on the educational beam, and to assist him in staying there. Up to the present, every boy who is scholastically weak has, from the day of his admission, received remedial instruction in some form.

Serious cases up to Grade Five are referred at once to Miss Wilson, and at the higher levels through Dr. Twitmyer to Mr. Snively. Both teachers are well trained for their work and have sympathetic, effective personalities. A boy may spend as much as a term with one of them before he is able to take his place in his regular class. Expert, individual instruction will save all but a small number of our present pupils, but the need for it is growing and we anticipate it will probably continue to increase.

Boys whose weaknesses are less marked are helped by their teachers. One or two periods per week are provided during which they receive such special attention as the classroom teacher can provide. The actual number of boys in any one room needing remedial work is small, so that our teachers have a real chance to give effective assistance.

Governesses and housemasters have a genuine influence with many boys. By stressing constantly good social and study habits and by acting as confidants they contribute greatly to our school guidance program.

We have been able to do a much better job with the individual since the size of our classes has been reduced. By getting to know each youngster teachers can build up a relationship which fosters scholastic achievement and character building. Small classes, while desirable anywhere, are particularly valuable at Girard because they are another means whereby the destructive factors of absence from home and mass control may be mitigated.

For boys who do not respond to our efforts to help them, we

rely upon the Department of Student Personnel. After an examination by Dr. Twitmyer we receive written recommendations as to the direction remedial work should take. Occasionally, Dr. Twitmyer keeps interviewing a boy for some time until he seems over the hump of his difficulty. A few youngsters are referred to Dr. Wright, who has been of direct assistance to several boys this past term. Certainly it has been demonstrated to our satisfaction that the Department of Student Personnel plays an important part in the College, and specifically in our guidance program.

The Girard College boy is fortunate in that he has constantly on call many sources of expert guidance. When looked at in that light we see how very much more adequate are his opportunities than those of boys in most other schools.

APPENDIX E

SUMMER SCHOOL ENROLLMENT

| | <i>June 27 to July 18</i> | <i>July 19 to Aug. 8</i> | <i>Aug. 9 to Aug. 31</i> |
|---------------|-----------------------------------|----------------------------------|----------------------------------|
| High School | | | |
| Tutoring | 97 | 97 | 0 |
| Junior High | | | |
| Tutoring | 12 | 12 | 0 |
| Middle School | | | |
| Tutoring | 43 | 43 | 0 |
| Activities | | | |
| School | 178 | 175 | 319 |
| | <hr/> | <hr/> | <hr/> |
| TOTAL | 330 | 327 | 319 |

APPENDIX F

HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations, and other matters of record for which pupils of the College were under observation in the Infirmary during the year of 1945:

| | | | |
|---------------------------------------|-----|-----------------------------|-------|
| Abscess | 7 | Injury to Epiphysis | 1 |
| Adenitis | 14 | Intestinal adhesions | 2 |
| Anemia | 1 | Intestinal obstruction | 1 |
| Appendicitis | 12 | Kyphosis | 1 |
| Athletes foot | 1 | Laceration of knee | 1 |
| Bell's Palsy | 1 | Measles | 50 |
| Belladonna Idiosyncrasy | 1 | Migraine | 1 |
| Bilateral Osteochondritis of Knees | 1 | Mumps | 2 |
| Bronchitis | 2 | Myalgia | 2 |
| Catarrhal Icterus | 5 | Myositis | 1 |
| Cellulitis | 10 | Nephritis | 3 |
| Cerebral Edema | 2 | Observation | 13 |
| Chicken Pox | 9 | Otitis Media, Acute | 36 |
| Cholangitis Catarrhal | 2 | Otitis Media, Chronic | 2 |
| Concussion, Brain | 1 | Otitis Media, Purulent | 1 |
| Conjunctivitis | 1 | Pleurisy | 1 |
| Conjunctivitis, Acute | 1 | Pneumonia, Bronchial | 1 |
| catarrhal | 9 | Pneumonia, Lobar | 2 |
| Contusion | 11 | Rash | 1 |
| Contusion of head | 1 | Rest | 1 |
| Dermatitis | 5 | Rheumatic Infection | 21 |
| Diabetes | 1 | Rhinitis | 2 |
| Dietetic Indiscretion | 310 | Scabies | 4 |
| Enuresis | 1 | Scheuerman's Disease | 1 |
| Ecchymosis and Hematoma | 1 | Separation of Epiphysis | 1 |
| Erythema | 1 | Scarlet Fever | 3 |
| Exostosis of mastoid bone | 1 | Serum Reaction | 5 |
| Fracture | 14 | Sinusitis | 2 |
| Furunculosis | 4 | Sport Injury | 2 |
| Geiginitis | 1 | Sprain | 8 |
| Hernia | 1 | Synovitis | 3 |
| Hematoma of breast | 1 | Talipes valgus | 2 |
| Hematoma of bladder | 1 | Tenosynovitis | 1 |
| Herpes | 1 | Upper Respiratory Infection | 884 |
| Hemorrhage, Knee | 1 | Vincent's Angina | 1 |
| | | | Total |
| | | | 1498 |

OPERATIONS

| | |
|--|-------|
| Appendectomy | 20 |
| Appendectomy with intestinal obstruction | 1 |
| Adenoidectomy | 2 |
| Circumcision | 33 |
| Excision (Miscellaneous) | 4 |
| Extraction of teeth | 20 |
| Herniorrhaphy | 6 |
| Paracentesis | 1 |
| Removal of cyst from eye | 1 |
| Removal of right testicle | 1 |
| Removal of great toenails | 3 |
| Removal of thyro-glossal cyst | 1 |
| Submucous Resection | 2 |
| Suturing of arm | 1 |
| Suturing post operative Hemorrhage | 1 |
| Tonsillectomy | 6 |
| | <hr/> |
| Total | 103 |
| Minor operations | 11 |
| | <hr/> |
| | 114 |

DISPENSARY TREATMENTS

| | |
|-------------------|--------|
| Infirmary | 54,618 |
| Otolaryngological | 998 |
| Ophthalmological | 2,319 |
| Dental | 10,687 |
| | <hr/> |
| Total | 68,622 |

| | |
|--|------|
| Average number of Hospital days per patient: | 6.58 |
| Average daily census: | 25.3 |

APPENDIX G
SUMMARY OF LIBRARY STATISTICS
BOOK CIRCULATION IN MAIN LIBRARY

| Book Classification | Main Department | | Children's | Total | Total |
|------------------------------|-----------------|--------|------------|-------|-------|
| | Boys | Adults | Room | 1945 | 1944 |
| General Works | 21 | 25 | 8 | 54 | 165 |
| Philosophy | 88 | 150 | 4 | 242 | 144 |
| Religion | 65 | 131 | 162 | 358 | 320 |
| Sociology and Folklore | 857 | 645 | 2561 | 4063 | 4383 |
| Languages | 53 | 25 | 46 | 124 | 148 |
| Science | 426 | 113 | 889 | 1428 | 1615 |
| Useful Arts | 887 | 292 | 1189 | 2368 | 2852 |
| Fine Arts | 848 | 263 | 1040 | 2151 | 2363 |
| Literature | 692 | 301 | 382 | 1375 | 1416 |
| History | 2082 | 467 | 677 | 3226 | 3595 |
| Travel | 337 | 280 | 637 | 1254 | 1081 |
| Biography | 991 | 522 | 1021 | 2534 | 2485 |
| Fiction | 8845 | 3199 | 10090 | 22134 | 21808 |
| Periodicals | 91 | 10582 | 0 | 10673 | 11557 |
| Total Circulation | 16283 | 16995 | 18706 | 51984 | 53932 |

| | | | |
|------------------------------------|----------------|-------|-------|
| Main Department Circulation | { Boys | 16283 | 18684 |
| | { Adults | 16995 | 17248 |
| Children's Room Circulation | | 18706 | 18000 |
| Grand Total Book Circulation | | 51984 | 53932 |

ATTENDANCE IN MAIN LIBRARY

| | | 1945 | 1944 |
|----------------------------------|----------------|-------|-------|
| Main Department Attendance | { Boys | 39558 | 41495 |
| | { Adults | 2013 | 2139 |
| Children's Room Attendance | | 15027 | 17308 |
| Grand Total Attendance | | 56598 | 60942 |

ELEMENTARY SCHOOL LIBRARY-LABORATORY

| | 1945 | 1944 |
|---|------|------|
| Number of films loaned for classroom use | 664 | 602 |
| Number of slides loaned for classroom use | 2152 | 2606 |
| Attendance of boys for research | 5866 | 7785 |
| Attendance of boys for group activities | 7721 | 9507 |
| Teacher-Librarian conferences | 64 | 525 |

BOOKS ADDED TO THE LIBRARY

| | |
|--|-------|
| Non-Fiction | 1813 |
| Fiction | 836 |
| Periodicals (Bound volumes) | 32 |
| Total number of volumes added to the Library in 1945 | 2681 |
| Total number of volumes discarded and lost in 1945 | 396 |
| Total accessions to date | 91342 |
| Total unaccessioned bound volumes to date | 7159 |
| Total discarded and lost to date | 15344 |
| Total approximate number of volumes in the Library in 1945 | 83157 |

APPENDIX H
STUDENT ENROLLMENT BY GRADES
NOVEMBER 20, 1945

| <u>Grade</u> | <u>Totals</u> | <u>Cumulative Total:</u> |
|------------------|---------------|------------------------------|
| Post High School | 20 | 20 |
| S-2 | 54 | 74 |
| S-1 | 55 | 129 |
| J-2 | 68 | 197 |
| J-1 | 85 | 282 |
| 2-2 | 72 | 354 |
| 2-1 | 86 | 440 |
| 1-2 | 94 | 534 |
| 1-1 | 76 | 610 |
| 7A | 79 | 689 |
| 7B | 78 | 767 |
| Remedial | 9 | 776 |
| 6A | 69 | 845 |
| 6B | 66 | 911 |
| 5A | 62 | 973 |
| 5B | 66 | 1039 |
| 4A | 50 | 1089 |
| 4B | 56 | 1145 |
| 3A | 32 | 1177 |
| 3B | 43 | 1220 |
| 2A | 28 | 1248 |
| 2B | 43 | 1291 |
| 1A | 13 | 1304 |
| 1B | 17 | 1321 |

APPENDIX I

ASSISTANCE TO ALUMNI FOR HIGHER EDUCATION

In the Year 1945

LAWRENCE TODD FUND

Solomon Blecker, Haverford College
 Richard W. Boyd, McCormick Theological Seminary
 Benjamin O. Gould, Temple University
 Robert P. Johnston, Pennsylvania State College
 John W. O'Hara, University of Pennsylvania
 Jesse R. Plubell, Syracuse University
 Alfred Smeraglio, Temple University
 Walter Stanger, Pennsylvania State College
 Blair A. Thompson, Pennsylvania State College
 John D. Warnock, Pennsylvania State College

ALUMNI LOAN FUND

Robert P. Johnston, Pennsylvania State College
 Harold E. Lusher, Bowdoin College
 Walter Stanger, Pennsylvania State College

APPENDIX J

GRADE DISTRIBUTION—SPEECH CASES 1945

| <i>Grade</i> | <i>Number</i> | <i>Grade</i> | <i>Number</i> | <i>Grade</i> | <i>Number</i> |
|--------------|---------------|--------------|---------------|--------------|---------------|
| 1A | 3 | 4A | 3 | 7A | 1 |
| 1B | 2 | 4B | 5 | 7B | 1 |
| 2A | 3 | 5A | 3 | 1-1-2 | 1 |
| 2B | 1 | 5B | 2 | 1-2-1 | 2 |
| 3A | 1 | 6A | 2 | J-1-2 | 1 |
| 3B | 0 | 6B | 1 | Post High | 1 |

APPENDIX K

ANNIVERSARIES AND COMMENCEMENTS—1945

SPEAKERS

Commencement, January 23,

Honorable Francis B. Haas,
Superintendent, Department of Public Instruction,
Commonwealth of Pennsylvania

Founder's Day (Morning Assembly of Students), May 19,

Lieut. Colonel James M. Hamilton, '04,
President, Girard College Alumni
Lieut. (j.g.) William F. Gillen, '35,
Maritime Service, U. S. Merchant Marine
Captain Peter Mirakian, '31,
18th Infantry, U. S. Army

Alumni Memorial Service, May 20,

Mr. Elmer E. Staub, '99,
Business Executive, Detroit, Mich.

Memorial Day, May 30,

Harry W. Loshnowsky, '38,
Stephen Girard Post No. 320, American Legion

Commencement, June 19,

Dr. Theodore A. Distler,
President, Franklin and Marshall College,
Lancaster, Pa.

Thanksgiving Day, November 22,

Mr. Albert M. Greenfield,
Board of Directors of City Trusts.

SPECIAL OCCASIONS

April 10,

Lt. Commander J. Bennett Nolan, USCGR (T),
Deputy Director, U. S. Coast Guard
Training Institute

APPENDIX L

CHAPEL SPEAKERS—1945

- | | |
|----------|---|
| January | <p>7—Dr. William H. Cornog, President, Central High School, Philadelphia, Pa.</p> <p>14—Mr. Wayne F. Lawrence, Teacher, Valley Forge Military Academy.</p> <p>21—Dr. Merle M. Odgers, President, Girard College.</p> <p>28—Mr. Malcolm J. Nicholson, Senior Housemaster, Girard College.</p> |
| February | <p>4—Honorable Harry S. McDevitt, Judge, Court of Common Pleas No. 1, Philadelphia, Pa.</p> <p>11—Mr. Paul S. Miller, '29, Insurance Executive, Harrisburg, Pa.</p> <p>18—Dr. J. Duncan Spaeth, Educator, Haverford, Pa.</p> <p>25—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York, N. Y.</p> |
| March | <p>4—Dr. Claude M. Fuess, Headmaster, Phillips Academy, Andover, Mass.</p> <p>11—Mr. Joseph Feltis, '27, Boy Scout Executive, Philadelphia, Pa.</p> <p>18—Dr. Merle M. Odgers, President, Girard College.</p> <p>25—Mr. Arthur W. Binns, Business Man, Philadelphia, Pa.</p> |
| April | <p>1—Miss Louise G. Sigmund, Teacher, Girard College.</p> <p>8—Mr. H. Birchard Taylor, Business Executive, Philadelphia, Pa.</p> <p>15—Mr. D. Willard Zahn, District Superintendent, Philadelphia Public Schools.</p> <p>22—Dr. Alfred E. Stearns, Headmaster Emeritus, Phillips Academy, Andover, Mass.</p> <p>29—Mr. J. S. F. Ruthrauff, Teacher, Girard College.</p> |
| May | <p>6—Mr. Frank D. Witherbee, Former Superintendent of Admission and Discharge, Girard College.</p> <p>13—Mr. Arthur W. Binns, Business Man, Philadelphia, Pa.</p> <p>20—Mr. E. Elmer Staub, '99, Business Man, Detroit, Michigan.</p> <p>27—Dr. Cheesman A. Herrick, Former President of Girard College.</p> |
| June | <p>3—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.</p> <p>10—Mr. John P. Dunlevy, Swimming Instructor, Girard College.</p> <p>17—Mr. Arthur W. Binns, Business Man, Philadelphia, Pa.</p> <p>24—Mr. Joseph M. McCutcheon, '83, Business Man, Philadelphia, Pa.</p> |
| July | <p>1—Mrs. Eleanor E. Badger, Governess, Girard College.</p> <p>8—Mr. Russell M. Leonard, Principal, S. Weir Mitchell School, Philadelphia, Pa.</p> |

- 15—Mr. John D. Myers, Housemaster, Girard College.
 22—Mr. Charles K. Hay, Principal, John M. Patterson School, Philadelphia, Pa.
 29—Mr. O. Kenneth Fretz, Housemaster, Girard College.
- August 5—Mr. Edwin H. Craig, Senior Housemaster, Girard College.
 12—Mr. George H. Dunkle, Senior Housemaster, Girard College.
 19—Miss Flora Galloway, Governess, Girard College.
 26—Mr. Harold F. Holman, Housemaster, Girard College.
- September 2—Mr. Alford G. Otto, Playground Teacher and Coach, Girard College.
 9—Dr. Merle M. Odgers, President, Girard College.
 16—Dr. Charles C. Tillinghast, Principal, Horace Mann School for Boys, New York, N. Y.
 23—Dr. Edwin M. Wilson, Formerly Headmaster, The Haverford School, Haverford, Pa.
 30—Mr. M. Wistar Wood, Superintendent, The Pennsylvania School for the Deaf, Philadelphia, Pa.
- October 7—Mr. Arthur W. Binns, Business Man, Philadelphia, Pa.
 14—Mr. Henry V. Andrews, Teacher, Girard College.
 21—Mr. S. Herman Macy, Superintendent of Admission and Discharge, Girard College.
 28—Dr. John L. Haney, Formerly President, Central High School, Philadelphia, Pa.
- November 4—Mr. Lauris R. Wilson, Senior Housemaster, Girard College.
 11—Mr. E. Newbold Cooper, Supervising Principal, Elementary Schools, Girard College.
 18—Mr. Arthur W. Binns, Business Man, Philadelphia, Pa.
 25—Dr. William J. Phillips, Faculty, University of Pennsylvania, Philadelphia, Pa.
- December 2—Mr. Robert T. Anderson, Assistant Chief Engineer in Charge Department of Grounds and Buildings, Girard College.
 9—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
 16—Mr. Arthur W. Binns, Business Man, Philadelphia, Pa.
 23—Miss Mary L. Smythe, Assistant Librarian, Girard College.
 30—Mr. Ralph W. March, Teacher, Girard College.

APPENDIX M

PRIZES AND HONORS, 1945-1946

Two key man awards were made during the school year, to Robert C. Jones, Class of June, 1945, and Daniel Metroka, Class of January, 1946, for the best all-around records in scholarship, athletics, citizenship and extra-curricular activities. A gold wrist watch and a portable typewriter were selected by the winners.

A Prix d'Honneur certificate was presented by l'Alliance Francaise to Rudolph Riti, the High School student showing the greatest proficiency in the study of the French language and literature.

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes as follows:

- | | |
|----------------------|--------|
| 1. George A. Freyer | \$7.00 |
| 2. Harvey P. Selwitz | 5.00 |

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded in September as follows:

- | | |
|------------------------|--------|
| 1. Charles Weiss | \$6.00 |
| 2. Charles F. Kauffman | 4.00 |
| 3. Leroy I. Hoch | 2.00 |

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded in September as follows:

- | | |
|--------------------------------------|--------|
| 1. Thomas K. Simpson, Trade Drafting | \$7.00 |
| 2. John A. Harris, Electrical Shop | 5.00 |

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded in September as follows:

- | | |
|----------------------|--------|
| 1. Horace C. Kay | \$7.00 |
| 2. Dominic J. Arcari | 5.00 |

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded in September as follows:

- | | |
|---------------------|---------|
| 1. Andrew L. Arnold | \$10.00 |
| 2. Daniel Metroka | 7.00 |

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

- | | |
|-------------------------|---------------|
| September—Merchant Hall | Average 2.109 |
| February—Merchant Hall | Average 2.069 |

The Frank Honicker prize of \$3.00, awarded for the best general record in secretarial studies during the year, was presented in February to Francis Brooks of the S-2-2 Class.

The William H. Hoyt, Jr. ('38) and Robert M. Hoyt ('39) Memorial Prizes were newly established this year by the mother of these two Gold Star Alumni, who died in the service of their country in World War II. The awards are to the two commercial students of the graduating class ranking first and second respectively in their commercial work during the last two high school years.

September Awards:

- | | |
|--------------------|--------|
| 1. Robert C. Jones | \$7.50 |
| 2. Thomas Howell | 5.00 |

February Awards:

- | | |
|----------------------|--------|
| 1. Edwin Finkel | \$7.50 |
| 2. William J. Blewis | 5.00 |

The Charles W. Lawser prizes, established by Mr. Charles W. Lawser, '88, for members of the Junior Classes in Machine Shop or other trade vocational work who make the best record for development of mechanical skill and the habits and attitudes desirable in a good workman, were awarded as follows:

- | | |
|------------------------------|--------|
| September—James E. Richards | \$5.00 |
| February—Walter M. Cleighton | 5.00 |

The Jesse B. Manbeck prizes, established by Mr. Jesse B. Manbeck, '10, for the student in the Print Shop making the best record for development of mechanical skill and the habits and attitudes desirable in a good printer, were awarded as follows:

| | |
|-----------------------------|--------|
| September—Glenn F. Sheppard | \$5.00 |
| February—Hudson L. Sherman | 5.00 |

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the upper level of the Seventh Grade for the best records in scholarship, athletics, and citizenship combined, were presented as follows:

- June, 1945—Edward J. Quinn
- January, 1946—Darrold B. Williamson

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record during the term, including the competitive drill, was awarded as follows:

- September, 1945—Company A
- February, 1946—Company C

Special prizes were also presented by the College to Cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards

- 1. George W. Heineman, Company A, Silver Medal
- 2. Wilbur A. Murdock, Company C, Bronze Medal

February Awards

- 1. Donald F. Panaro, Company C, Silver Medal
- 2. Dennis M. Mergo, Company D, Bronze Medal

To the Cadets ranking first and second in individual drill:

September Awards

- 1. Robert F. Cluley, Corporal, Company D, Silver Medal
- 2. Frank Stanzione, Sergeant, Company B, Bronze Medal

February Awards

- 1. Eugene C. Donovan, Private, Company B, Silver Medal
- 2. John T. Clarke, Sergeant, Company C, Bronze Medal

Owing to lack of competition the Joseph G. Simcock Prizes for the two members of the Junior Classes producing the best essays on steel or steel alloys and their uses, were not awarded.

Prizes presented by the College for proficiency in manual arts:

September Awards

- 1. John Handschuh, books to the value of \$5.00
- 2. Robert Drawbaugh, books to the value of 3.00

February Awards

1. George W. Heacox, books to the value of \$5.00
2. John P. Sawicki, books to the value of 3.00

Prizes presented by the College in February for the best singing with soprano or alto voice:

1. Raymond A. Welsh, Soprano, books to the value of \$5.00
2. John V. Descano, Soprano, books to the value of 2.50

Prize presented by the College in September to the student showing greatest proficiency in piano music:

1. John V. DeMaio . . . \$5.00

HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

Herbert Richards Adams, Charles Harry Buckwald, Vincent Nicholas Capozzi, John Di Cuircio, Robert Patrick Donovan, Robert James Eberhart, Alfredo Ottavio Fego, Richard Ellsworth Frey, Edwin Louis Finkel, Patrick John Hagan, Bernard Kosloski, Bernard James McDowell, Daniel Metroka, Rudolph Joseph Panaro, Joseph Benjamin Serbin, William Frank Seibert, Robert Reeves Tierney, Walter Ralph Van Horn, Charles Weiss.

SCHOLASTIC HONORS IN THE HIGH SCHOOL

Alfio Rosario Bonaventura, Vincent Stanislaus Brennan, Douglas Eugene Diffenderfer, Frederick James Fee, Edward Shannon Fisher, Robert Iannuzzelli, Ellis James Kauffman, Robert Walter Kensinger, Thomas Kleback, Daniel Kogut, Louis Frederick Kuhnle, Marvin Allen Lutzner, Robert Marotta, Josiah Light Neeper, Alfred Pernicello, George Kenneth Satterfield, John Toman, Larry Daniel Trexler, Wesley Lee Uplinger.

APPENDIX N

GRADUATES

Following are the names of those who were graduated from the College in 1945:

Class of January, 1945

| | |
|----------------------------|--------------------------|
| Joesph Amato | Robert Hugh Hunter |
| Frances Xaviar Bamberger | Frederick William Kirsch |
| Walter Blazowski | Morris Koff |
| Richard Henry Boell | Francis Leavens |
| Paul Phillip Budenstein* | Pietro Lotto |
| Umbert Cantalamessa* | John Wesley McCullough |
| John James Cantwell | Edward Charles Machowski |
| Francis Cawley | Antonio Pernicello†* |
| Gerald Robert Chillelli | Luigi Picarille |
| George Matthews Coulter* | Frederick Herman Pierce |
| Richard Lawrence Cummings | Benjamin Polsemen |
| Glen Forest Dries | Manley Prussell |
| Walter Dudlik | Charles John Reed |
| Frank Achuff Earl | Basil Roman |
| William Lee Edsell | Carl Ernest Saravo |
| Anthony Falzone | Joseph Schiavo* |
| John Francis Finnegan | Edwin Leopold Schmidt* |
| John Edward Foley | Thomas Linane Scott |
| Robert Daniel Fry | Remo John Silvestrini |
| Neal Purvis Hamilton† | Allan Marshall Smith |
| Marvin Allen Hennigar | Anthony Tavaglione |
| John Arthur Herrlinger | Harry Thatcher Walters* |
| James Hugh Higgins | Edward Wilkes |
| Harold Lawrence Hildebrand | William Penn Williams |
| Homer Huffman†* | Ernest Edwin Wright* |

†Absent in military service

*Member of National Honor Society

Class of June, 1945

Andrew Looney Arnold
 Donald Douglass Baker
 Solomon Benoff
 Harold Anson Boden
 William Charles Bofinger*
 Alfonso Brino‡
 Robert Burke
 William George Chambers
 Norman Raymond Connell*
 Walter Hamm Deyhle
 Alfred William Dieterle*
 Angelo Antonio Dimondo
 Paul DiNapoli
 Joseph DiPasquale
 Bruno Edward Eirikis
 Raymond Frantz
 Joseph Gerrity
 George Murray Gillen
 Hubert Gilmore
 George William Green
 John Anthony Harris*
 John Havrisik
 George Warren Heinemann
 Glen Henry Hipple
 Thomas Howell*
 Kenneth Richard Irving
 Robert Charles Jones*
 Sidney Katzman

Donald Gustave Kozain
 John Joseph Kricher
 John Kulick
 George Lisowski
 Charles Patrick McGinty
 William Joseph McKniff
 Robert McMullin
 Joseph Marchese
 Dennis Michael Mergo*
 Wilbur Allen Murdock
 Harris Newman
 Harold Lewis Newton
 Robert Pacitti
 Donald Francis Panaro*
 Guerino Pellicciotti
 James Pettia
 Samuel Finley Phillips
 Vincent George Pohorilla‡
 Vincent Carmen Ricci
 Costanzo Roberto
 Paul Edward Ryder
 Gerald Sajewski*
 Sidney Salkind
 Harvey Paul Selwitz
 Marshall Elwood Shuman
 Raffaello Gini Siano
 Joseph Silver
 Thomas Keen Simpson

‡Absent in Military Service

*Member of National Honor Society

THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1945, and were granted certified statements indicating the ground covered in each individual case:

January, 1945

Solomon Blecker
 Frederick A. Brahın
 William D. Breingan
 Paul Katzeff
 Thomas F. Lambert
 Leon Levin
 Harold E. Lusher

* 1 Term

June, 1945

Carl C. Cable
 Anthony Costanzo
 Harold Eichlin
 Francis C. Hagan
 Morris Koff*
 Andrew J. Lewis
 Joseph D. Soltis*

APPENDIX O

ADMISSION STATISTICS — 1945

| | | | | |
|-----------------------------|-----|-----|-------|--|
| On list, December 31, 1944 | | | 222 | |
| Registered in 1945 | | | +209 | |
| | | | <hr/> | |
| | | | 431 | |
| Removed from list: | | | | |
| Admission | | 128 | | |
| Withdrawal: | | | | |
| Voluntary | 17 | | | |
| Not acceptable | 5 | 22 | | |
| Became ten years old: | | | | |
| Born outside Penna. | 8 | | | |
| Not acceptable | 8 | 16 | | |
| Death | 1 | 1 | | |
| Declination: | | | | |
| Mental | 38 | | | |
| Mental and Physical | 13 | | | |
| Physical | 3 | | | |
| Financial | 2 | | | |
| Unable to locate | 10 | 66 | —233 | |
| | | | <hr/> | |
| On list, December 31, 1945: | | | | |
| Born outside Penna. . . | 10 | | | |
| Held for re-examination | 74 | | | |
| New cases | 114 | | 198 | |

APPENDIX P

SAVINGS FUND ACCOUNT

The Savings Fund Account, which was started in 1896 with deposits of \$234.07, has served its purpose well. Some figures for the last five years are given below:

| | <i>Deposits</i> | <i>Withdrawals</i> |
|--|-----------------|--------------------|
| 1941 | \$6,600.14 | \$6,809.66 |
| 1942 | 5,825.63 | 7,530.93 |
| 1943 | 5,430.06 | 9,169.90 |
| 1944 | 6,732.09 | 6,955.30 |
| 1945 | 8,725.16 | 7,126.01 |
| Total deposits, 1896 to 1945 | | \$187,893.16 |
| Total withdrawals, 1896 to 1945 | | 175,117.44 |
| Excess of deposits over withdrawals, 1896 to 1945 | | 12,775.72 |
| Total Amount in the Fund, December 31, 1945 | | 36,719.02 |
| Total interest for the year ending December 31, 1945 | | 469.02 |
| Accounts opened in 1941 | | 130 |
| Accounts opened in 1942 | | 118 |
| Accounts opened in 1943 | | 67 |
| Accounts opened in 1944 | | 78 |
| Accounts opened in 1945 | | 117 |
| Total number of accounts December 31, 1941 | | 1428 |
| Total number of accounts December 31, 1942 | | 1372 |
| Total number of accounts December 31, 1943 | | 1246 |
| Total number of accounts December 31, 1944 | | 1188 |
| Total number of accounts December 31, 1945 | | 1147 |
| United States War Bonds, December 31, 1945 | | \$20,460.00 |

APPENDIX Q
DEPARTMENT OF STUDENT PERSONNEL CONTACTS
DURING 1945

| | |
|---|-----|
| Individual Admissions Examinations | 265 |
| Individual Conferences with Boys | 388 |
| Individual Conferences with Mothers | 79 |
| Individual Speech Lessons (33 Boys) | 784 |
| Individual Vocational Guidance Examinations (2-2-1, 2-2-2, 2-2-3 Groups) | 171 |
| Group Vocational Guidance Examinations | 171 |
| Individual Personnel Examinations (Psychological) | 66 |
| Individual Psychiatric Interviews | 170 |
| Individual Conferences (Alumni, Staff Members, Visitors, etc.) | 240 |
| Group 7A Testing (2 terms) | 139 |

APPENDIX R
Record of Scout Activities 1937, 1941, 1944, 1945

| | 1937 | 1941 | 1944 | 1945 |
|------------------|------|------|------|------|
| Number of Scouts | 198 | 316 | 209 | 222 |
| Tenderfoot | 111 | 195 | 150 | 150 |
| Second Class | 51 | 48 | 46 | 58 |
| First Class | 23 | 18 | 3 | 5 |
| Star | 5 | 31 | 7 | 8 |
| Life | 6 | 14 | 3 | 1 |
| Eagle | 2 | 0 | 0 | 0 |
| Merit Badges | 203 | 557 | 24 | 172 |

APPENDIX S

LECTURES AND ENTERTAINMENTS—1945

Friday, January 19

Entertainment—Impersonations
Jessie Rae Taylor

Friday, February 2

Illustrated Lecture
"Adventures Around the Top of the Globe"
Harold Eide

Friday, February 16

Lecture
"North of Bagdad"
V. John Malik Verda

Friday, March 2

Illustrated Lecture
"Mexico Today"
Horace G. Richards

Friday, March 16

Lecture
"Sermon in Song"
Harry Wilkinson

Friday, April 6

Illustrated Lecture
"The Arctic in Color"
Captain Robert Bartlett

Friday, April 20

Entertainment—Lecture
"Mind Over Matter"
Dr. Henry Gerald

Friday, October 19

Entertainment—Magic and Music
Novelty Trio

Friday, November 2

Lecture

"We Thought We Heard the Angels Sing"

James C. Whittaker

Friday, November 16

Lecture

"The Will to Win"

Alice Marble

Friday, November 30

Student Activities Night

Friday, December 14

Christmas Concert

Musical Organizations of Girard College

(Saturday, December 15, Concert for Student Body
and Staff)

Monday, December 24

Christmas Eve Entertainment

APPENDIX T

Following are the names of Alumni of record up to May 1, 1946, in the various branches of the Armed Services of the United States.

GOLD STAR ALUMNI

| | | | |
|-------------------------------|------|-------------------------------|------|
| Barnhart, William Russell .. | 1939 | Jeavons, Jack | 1933 |
| Barth, Milton | 1941 | Klinges, Bernard Vernon .. | 1939 |
| Berger, Nelson Arthur | 1940 | Kressler, David A. | 1936 |
| Boston, Samuel S. | 1924 | Krupp, Albert R. | 1932 |
| Boyer, Robert James | 1941 | Lambert, George W. | 1942 |
| Bryan, Elmer M. | 1933 | McCartney, Reed L. | 1930 |
| Buckley, Richard Monroe .. | 1940 | McCracken, Stark Harry .. | 1940 |
| Clanton, John Robert | 1939 | Morris, James A. | 1929 |
| Cooper, Leslie Joseph | 1938 | Myers, Maurice William .. | 1938 |
| DeRosa, Anthony | 1941 | Nelson, William Jay | 1943 |
| DeVergilio, Joseph | 1942 | Niwinski, Henry | 1940 |
| Dieter, Ralph Victor | 1929 | Nuneviller, William Henry .. | 1936 |
| DiGirolamo, Louis | 1937 | Picciani, William Ernest | 1935 |
| Dolde, Charles Henry | 1917 | Pritchard, Griffith | 1938 |
| Dunmire, David P. | 1940 | Prussel, Morton | 1941 |
| Dunn, James Michael | 1943 | Quinn, Roland H. | 1941 |
| Eckman, Elmer George | 1943 | Redington, Paul G. | 1944 |
| Edman, Alexander Emanuel .. | 1916 | Roesser, George H. | 1937 |
| Evans, Harry Winfield | 1932 | Sclarenco, Stanley I. | 1937 |
| Farrington, Elwood F. | 1936 | Seaborne, Frederick | 1933 |
| Fleming, William Robbins .. | 1939 | Semenick, Nicholas | 1942 |
| Fulton, Francis Reed | 1927 | Shearin, Thomas B. | 1940 |
| Gilich, Joseph P. | 1936 | Spatzer, Robert E. | 1933 |
| Ginkinger, Harry | 1925 | Stover, Harrison Yerkes .. | 1937 |
| Hildenbrand, Raymond L. .. | 1933 | Tanner, Earl R. | 1931 |
| Himes, Gerald Aubrey | 1938 | Thorborg, Robert William .. | 1939 |
| Hoyt, Robert Maginniss | 1939 | Whalen, Matthew | 1931 |
| Hoyt, William Henry, Jr. | 1938 | Worthington, Joseph | 1937 |
| Howard, Richard F. | 1928 | Yost, Robert Stanley | 1943 |
| Hugler, Robert K. | 1938 | Zelinsky, Robert | 1940 |
| Jamieson, Thomas Stuart .. | 1938 | Ziegler, Samuel | 1934 |

MISSING IN ACTION

| | | | |
|----------------------|------|-----------------------------|------|
| Nolan, John | 1939 | Rose, James Valentine | 1930 |
| Purcell John E. | 1936 | | |

ARMY

| | | | |
|----------------------------|------|------------------------|------|
| Abbott, George Isaac | 1933 | Abel, Norman | 1933 |
| *Abel, George W. | 1928 | Ackerman, Morris | 1931 |

* Discharged

| | | | |
|-------------------------------|------|-------------------------------|------|
| Adams, John Lincoln.. | 1939 | Bair, Allen E. | 1938 |
| Adams, Lee S. | 1937 | Baker, Fred C. | 1929 |
| *Adams, William A. | 1936 | Baker, Thomas..... | 1931 |
| Agnew, George R. | 1938 | *Baker, William Earl | 1938 |
| Agostarola, Constantine | 1942 | *Baldino, Louis | 1935 |
| Agostarola, Daniel | 1940 | Bamberger, Francis X. | 1945 |
| Albright, James Augusta | 1928 | *Bankhead, William | 1938 |
| *Aletti, Carlo | 1940 | Banks, Robert William... | 1932 |
| *Alexander, Thomas | 1939 | *Baran, Walter | 1942 |
| Alexanian, Neshan | 1939 | *Barbato, Nicholas | 1936 |
| Alkons, Stanley | 1939 | *Barbera, Roy | 1935 |
| Allen, Bernard Francis..... | 1939 | Barcalow, John Banes .. | 1937 |
| Allen, Francis Albert | 1940 | *Barclay, William John | 1941 |
| *Allen, Radcliffe Henson | 1934 | Barkanic, Edward | 1943 |
| Allen, Robert W. | 1936 | Barletta, Anthony | 1944 |
| Allen, Vincent W. | 1937 | *Barnes, Richard | 1942 |
| *Allen, Walter H. | 1919 | *Barnes, Robert Warren | 1936 |
| Anderson, Cecil Leo..... | 1941 | Barnes, Wallace Glenn... | 1941 |
| *Anderson, Edward | 1943 | *Barnhart, James Gordon... | 1941 |
| Anderson, George | 1925 | *Barr, John Gibson | 1937 |
| *Anderson, John Robert | 1937 | Barrett, Frederick Arthur ... | 1942 |
| *Andrews, Frank H. | 1941 | Barto, Benedict J. | 1942 |
| Andrews, Howard Aston | 1933 | Barton, John..... | 1920 |
| *Andrews, Robert W. | 1935 | Bartsch, Burton E..... | 1943 |
| Angstadt, Ralph Thomas..... | 1939 | Bartsch, James Robert..... | 1941 |
| Antoni, Erwin J. | 1942 | Barwick, Rodney B. | 1931 |
| *Antoni, John Joseph | 1940 | Batchler, Laing | 1929 |
| *Antoniaci, Cesare | 1937 | Bateman, Russell | 1923 |
| *Applegate, Elmer Harry.... | 1935 | Baun, Harry Lorraine..... | 1941 |
| *Applegate, George Albert.... | 1940 | *Bavuso, Frank | 1938 |
| Aquarolo, Alfonso | 1935 | Bavuso, Phillip | 1934 |
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| Kenyon, John G. | 1943 | *Ludman, Harry Lincoln | 1940 |
| King, Michael | 1943 | *Lugan, Harry Christ | 1928 |
| *Kirban, Lafayette | 1938 | Lyall, Ronald | 1943 |
| *Kirban, Salem | 1943 | Lyke, Samuel A. | 1935 |
| *Kirsh, David | 1935 | Macauley, Joseph James | 1944 |
| Klank, Edward Clement | 1938 | *MacDonald, Harold E. | 1941 |
| Klein, Samuel | 1923 | Mackie, John Edward | 1944 |
| Kline, William Robert | 1939 | Mahoney, Mathew Herbert | 1938 |
| Klose, Arthur | 1936 | Malkemes, Charles V. | 1943 |
| Klotz, Warren Raymond | 1939 | *Manges, Donald Edwin | 1942 |
| *Knauth, Calvin Ernest | 1938 | Marchese, Nunzio T. | 1941 |
| Koch, Tobias | 1936 | Marion, Hunter Ross | 1943 |
| Kogut, John | 1943 | Marion, Kenneth Bruce | 1941 |
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| Kosko, Robert Paul | 1938 | Matlack, George L. | 1943 |

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| Matticola, Domenic | 1935 | Murdock, Wilbur A. | 1945 |
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| McAuley, Andrew Watson .. | 1938 | *Musial, Theodore | 1943 |
| McCabe, Robert Maurice | 1941 | *Myers, Harry McLeary | 1934 |
| *McCully, Victor H. | 1940 | Myers, Robert C. | 1943 |
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| *McDonnell, James | 1942 | Newton, Harold L. | 1945 |
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| McDonnell, Thomas Joseph .. | 1939 | Norman, Johan H. | 1939 |
| McGarry, Francis Michael .. | 1938 | *Nulf, Charles Willard | 1940 |
| *McGuire, Edward Wm. | 1943 | *Nulf, James Johnson | 1937 |
| McGuire, Wayne I. | 1943 | *Obermeier, Frank John.... | 1941 |
| McIlhenney, Francis A. | 1938 | Oberst, Alan Edgar..... | 1942 |
| McKenna, Thomas | 1944 | O'Brien, Joseph Albert.... | 1941 |
| McKeone, James Joseph | 1935 | O'Donnell, Joseph | 1943 |
| McKeown, Harry | 1923 | Olsen, Cheston S. | 1944 |
| McKeown, James G. W. | 1945 | *Opet, Eugene A. | 1943 |
| McQuown, Henry Clark | 1937 | Owens, Leonard | 1939 |
| Meisenbach, Paul | 1943 | Palucci, Nicholas..... | 1943 |
| Melnysuk, Henry | 1943 | *Pantalone, Salvatore | 1943 |
| Mengel, Harold Baxter | 1944 | *Panzarella, Rosario F. | 1935 |
| Merrick, James Francis | 1940 | Paoletti, Alfred Joseph.... | 1941 |
| Miesen, Frank | 1929 | Paoletti, Philip P. | 1944 |
| *Mignogna, Lidio | 1932 | Pastorious, Donald D. | 1943 |
| Miller, Beverly LeRoy | 1944 | Paylor, William A. | 1936 |
| Miller, Howard B. | 1928 | Pealer, Daniel Edward | 1940 |
| *Miller, Joel Kurtz | 1935 | Pealer, Elias Benson | 1942 |
| Miller, John Alexander | 1932 | Peirce, Louis Groh | 1934 |
| Mills, John William | 1928 | Pellicciotti, Domenic J. | 1940 |
| Minelli, Frank R. | 1943 | *Pellicciotti, Raymond | 1943 |
| Minelli, William J. | 1943 | Pernicello, Anthony | 1945 |
| *Minieri, Frank | 1929 | *Pfau, Gordon William | 1935 |
| Mitchell, Richard | 1937 | *Pfau, Nelson | 1934 |
| *Monico, Antonio | 1939 | Pfeifer, Chauncey Leroy.... | 1941 |
| Mooney, Thomas W. | 1943 | Pfeifer, William Henry | 1939 |
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| Moore, Harry E. | 1923 | Picarille, Louis J. | 1945 |
| Moore, Raymond Robert | 1930 | Pickering, William..... | 1944 |
| Moore, Robert A. | 1941 | Pickarski, Felix John | 1943 |
| Moore, Roger C. | 1943 | Pierce, Frederick H. | 1946 |
| *Morgan, James Gwilym | 1943 | Pioso, Albert Ivan | 1935 |
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| Mundell, George Henry | 1940 | *Pohorilla, Emil J. | 1943 |

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| Ponton, George Thomas | 1943 | *Santilli, Thomas F. | 1942 |
| Potts, William Thomas | 1935 | Scardino, Frank | 1937 |
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| *Powers, Geoffrey Joseph | 1938 | *Schaick, William Harry | 1942 |
| Powers, James S. | 1926 | Schilling, Edmund F. | 1943 |
| Powers, Ralph Franklin | 1930 | Schmidt, John William | 1941 |
| Quigley, James | 1943 | Schneider, Elmer John | 1932 |
| Quigley, William J. | 1942 | Schneider, Robert F. | 1937 |
| Quinn, Philip James | 1943 | Schuck, Charles F. | 1930 |
| Rahn, Walter P. | 1942 | Schuler, Robert Lawrence | 1944 |
| Ramsey, William | 1943 | Schwartz, Joseph L. | 1944 |
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| Raudenbush, Charles | 1942 | Scott, Harold Eugene | 1942 |
| Reed, Charles J. | 1945 | Seay, Robert L. | 1944 |
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| Reese, Julian Vance | 1944 | *Serbin, Joseph Costa | 1944 |
| *Ressler, Norman Monroe | 1939 | Shaffer, Clyde Leroy | 1938 |
| Rheinhart, Robert L. | 1938 | *Shannon, Blair Lemuel | 1937 |
| Richardson, John | 1944 | Shannon, T. Taylor | 1944 |
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| Richwine, Jack | 1942 | Sherman, Theodore N. | 1943 |
| Ricker, Charles L. | 1944 | *Shershen, Joseph T. | 1937 |
| Riemer, William Edward | 1941 | Shirk, Daniel A. | 1935 |
| Riley, Russell Davidson | 1926 | Shultz, Walter | 1940 |
| Ripani, Domenic | 1938 | Shuman, Marshall E. | 1945 |
| Roberts Edward Henry | 1936 | Silver, Joseph | 1945 |
| Roberts, Samuel V. | 1941 | Singles, Harry Flickwere | 1939 |
| Robinson, Robert Warren | 1938 | *Sirutis, Hilary | 1938 |
| Robinson, William J. | 1940 | Slater, Scott | 1942 |
| Robison, William R. | 1944 | Slawter, James D. | 1941 |
| *Rodgers, Hugh M. | 1929 | Slook, Elmer Jack M. | 1944 |
| *Rodgers, Walter Grant | 1936 | Slusar, Wasil | 1943 |
| *Rosen, Harold | 1943 | *Small, Jack W. | 1943 |
| Rosshirt, Caspar J. | 1945 | *Smeltzer, Warren Glenn | 1939 |
| Roth, Richard C. | 1944 | Smith, Alan Harvey | 1937 |
| Rothrock, Richard H. E. | 1944 | Smith, Elmer William | 1918 |
| Ruchlewicz, Stanley | 1942 | *Smith, James L. | 1944 |
| *Ruff, Raymond Francis | 1936 | Smith, John Hamilton | 1938 |
| *Rumaker, Bartholomew J. | 1941 | Snodgrass, George T. | 1931 |
| Rupert, Clyde Leroy | 1941 | Sobieski, Walter | 1943 |
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| Salvo, Frank | 1944 | Soltis, Joseph Daniel | 1945 |
| Samson, A'Delbert | 1942 | Soltis, Robert John | 1942 |

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| Spangenberg, Harvey W. | 1944 | *Uleau, Francis John | 1941 |
| Spiece, Albert Robert | 1938 | *Ullrich, William Frederick .. | 1941 |
| *Spina, Eugene | 1943 | Uxley, Warren George | 1943 |
| Splendido, Joseph Antonio .. | 1937 | VanGorden, Raymond K. | 1941 |
| *Spotts, George Robin | 1933 | Walters, Harry T. | 1945 |
| Spotts, Lewis | 1925 | *Waple, Howard Lynn | 1922 |
| Stagg, Walter Howard | 1933 | Warsing, Daniel Edgar | 1938 |
| Starr, Clyde McKinley | 1943 | *Watson, Charles James | 1942 |
| Stavey, William Adam | 1939 | Watts, John D. | 1925 |
| Steiner, George A. | 1929 | *Weakley, Glenn Martin | 1928 |
| Stidham, Frank F. | 1944 | *Weaverling, William L. | 1931 |
| Stock, Robert J. W. | 1925 | *Weber, Leroy E. | 1943 |
| Stranford, William | 1914 | Weightman, George S. | 1943 |
| *Streeper, Horace LeRoy .. | 1937 | *Weston, Charles Joseph | 1943 |
| Streightiff, Bruce Albert .. | 1920 | Whalen, Jack L. | 1937 |
| Swank, John Andrew | 1939 | Whetstone, Winford Edwin .. | 1911 |
| Swasey, Edward Thomas | 1941 | Whitcraft, Edward | 1946 |
| Swonetz, Bradford Gould .. | 1934 | *White, Louis | 1943 |
| Sypulski, Clement A. | 1946 | White, Richard Austin | 1942 |
| Taddei, Olindo | 1943 | *Whiteoak, Warren E. | 1932 |
| Taraska, Edward G. | 1941 | Whiteside, Jack Kennedy .. | 1944 |
| Tennant, Kenneth Spencer .. | 1932 | Whittley, William D. .. | 1926 |
| *Teti, Alfred C. | 1927 | *Wilde, Ralph Edgar | 1920 |
| Thomas, Clarence Evan | 1941 | Will, Robert Paul | 1942 |
| Thomas, Donald J. | 1943 | Williams, David | 1936 |
| Thompson, John Herbert | 1940 | *Williams, William R. | 1938 |
| *Thompson, Thornton | 1934 | *Williamson, Howard | 1940 |
| Thorne, Percy Byers | 1927 | Wilson, Alexander McEwan .. | 1943 |
| Tinklepaugh, Robert James .. | 1936 | Wilson, Barnes F. | 1939 |
| *Tomlin, Harry | 1925 | Wilson, William Pennell | 1938 |
| Toscani, Bernard | 1943 | Winters, Richard | 1943 |
| Toulon, Alfred J. | 1898 | Wisher, Peter | 1930 |
| Trautman, Lewis Morris | 1941 | Witherow, Allen Edward .. | 1932 |
| Tregaskis, Charles C. | 1942 | Witmer, Robert Eugene | 1939 |
| *Triol, John Clemmer | 1941 | Woods, Harold Charles | 1924 |
| Triol, Thomas Francis .. | 1935 | Yackley, William H. | 1943 |
| Troffimoff, Bogdan Eugene .. | 1943 | Yost, Walter F. | 1930 |
| Tropio, Samuel | 1937 | Zitman, Herman | 1939 |
| Turner, Edward Parlamen .. | 1937 | Zupco, John | 1943 |

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| Albright, William Henry | 1940 | Antoni, Albert | 1943 |
| Alvarez, Donald Pereira | 1944 | *Barni, Arthur | 1938 |
| *Anderson, John Homer | 1942 | *Bellano, William | 1930 |

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| *Black, William Wilkins C. . | 1932 | *McGowan, John Stewart ... | 1940 |
| Blakey, Elmer..... | 1933 | Meehan, Leonard | 1943 |
| Blanco, Ventura Carlos..... | 1935 | Monaco, Joseph D. | 1945 |
| Blazowski, Walter | 1945 | *Moody, Frederick LeRoy ... | 1941 |
| Burke, Hubert..... | 1943 | Moore, John | 1936 |
| Burns, David Fowler..... | 1942 | Morrow, Charles A. | 1928 |
| *Campbell, John Thomas ... | 1942 | *Moyer, George F. | 1939 |
| Cantwell, Walter Joseph | 1944 | Murphy, Francis Joseph ... | 1936 |
| Carnahan, William G. | 1941 | Pavlika, Alexander | 1943 |
| Cavallaro, Salvatore..... | 1944 | Pentz, Roy F. | 1943 |
| DeMaio, Louis..... | 1943 | *Plubell, Jesse Robert | 1937 |
| Dunn, Thomas William..... | 1940 | *Powell, John Allison | 1939 |
| Ebert, Willard Leslie..... | 1938 | Rebola, Paul Andrew | 1922 |
| Ebling, Roy C. | 1943 | Rheinhardt, Richard C. | 1942 |
| *Edelschein, Louis | 1941 | Richards, Frank Meer | 1934 |
| *Ehrenreich, Francis | 1941 | Robertson, Malcolm H. | 1930 |
| Evans, Kenneth G. | 1941 | Rodgers, Hugh Herbert | 1914 |
| Falzone, Anthony | 1945 | *Roman, George | 1942 |
| *Fielding, Charles William . | 1942 | Rosenberg, Edward | 1943 |
| *Fischer, John A. | 1942 | *Rosenthal, Jacob | 1940 |
| *Ford, Frederick Augustus ... | 1941 | Ross, Francis H. | 1934 |
| Freed, Harry Daniel | 1937 | Rush, John F. | 1943 |
| Freeman, Harold Jerome | 1944 | Salerno, John Bastisto | 1942 |
| Freeman, Robert John | 1940 | Sammartino, Angelo Joseph .. | 1938 |
| Goldberg, Jack N. | 1944 | *Schatzle, James | 1921 |
| Gregson, John Hall | 1940 | Schiller, Earl William | 1939 |
| Guntrum, Jack Leroy | 1940 | Schliebener, Joseph E. | 1934 |
| Hartman, Harry G. | 1944 | *Schuler, Louis Wm. | 1942 |
| Hennigar, Marvin A. | 1945 | *Schupeltz, Herman Richard .. | 1937 |
| Herrlinger, John Arthur ... | 1945 | Seiverling, Jack R. | 1939 |
| Howrie, William F. | 1937 | Shelley, Jack | 1943 |
| *Hunt, William Charles | 1942 | Smith, Edwin James | 1939 |
| Hussey, James D. | 1944 | *Smith, John V. | 1941 |
| Jones, Thomas Henry | 1931 | Snyder, William Dale | 1944 |
| Kearney, Michael | 1942 | Spaltro, Salvatore J. | 1943 |
| *Kockler, Norbert F. | 1943 | *Tavaglione, Anthony | 1945 |
| Kozain, Donald G. | 1945 | Taylor, Samuel Richard ... | 1942 |
| *Kramer, Herbert Phillip ... | 1940 | Thomas, Paul Stanley | 1935 |
| Krug, Henry Joseph | 1942 | Tieri, Dante | 1942 |
| *Lachenmaier, Earl Samuel .. | 1921 | Todd, Quinton Crawford ... | 1936 |
| Laub, Edgar Herbert..... | 1936 | Tonn, Henry | 1934 |
| Lewis, Forrest Millard | 1941 | Vakula, Michael | 1935 |
| Litka, Albert LeRoy | 1933 | Weigand, William | 1915 |
| Lowery, James | 1936 | Wess, Raymond John ... | 1932 |

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| Wright, Robert Wesley | 1936 | Zimmer, Richard James | 1942 |
| Yoder, Robert G. | 1943 | | |

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| Bonsall, Charles Walton | 1928 | *Paskman, Ralph Bernard .. | 1939 |
| *Dedeo, Joseph Anthony | 1934 | Pitts, Charles William | 1933 |
| Dudlik, Walter | 1945 | Raup, Eugene Renslow | 1936 |
| *Edelmayer, William Harry .. | 1940 | *Reisig, William David | 1937 |
| Edwards, Paul Lamar | 1939 | Robinson, Edward J. | 1928 |
| Foreaker, Edward Roy | 1936 | *Sands, Robert George | 1938 |
| *Heffner, Charles Donald | 1935 | *Scott, George Alexander .. | 1940 |
| Johnson, Edwin W. | 1928 | Seeley, Donald Eugene | 1930 |
| Kane, Joseph T. W. | 1935 | Simpson, Thomas K. | 1945 |
| *Kerstetter, Robert H. | 1940 | Sturm, Elmer William | 1911 |
| *Kirk, Horace | 1937 | *Surgner, William Endsley .. | 1936 |
| Land, Harold | 1930 | Swem, Raymond Thomas | 1933 |
| O'Donnell, Michael Joseph .. | 1939 | Weston, George N. | 1944 |

MERCHANT MARINE

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| Braber, Robert John | 1944 | McKellip, Dalton B. .. | 1921 |
| Ceaser, Louis Edward | 1942 | McKelvey, Norman | 1934 |
| Cusatis, Dominik | 1938 | McMeartry, John James | 1941 |
| *Eagleson, Donald M. | 1935 | Miller, Sidney | 1944 |
| Fine, Charles .. | 1926 | Pacitti, Richard Joseph | 1944 |
| Francescon, Robert Louis .. | 1943 | Patsch, Frank | 1925 |
| Gambacorto, David | 1944 | Paylor, John C. | 1941 |
| Gampper, Richard E. | 1943 | Price, Earl E. | 1934 |
| Geist, Joseph E. | 1941 | Proctor, Thomas Patchell .. | 1942 |
| Gillen, William F. | 1936 | Read, William E. | 1928 |
| Hagan, Francis | 1945 | Rhoads, Howard Weiler | 1935 |
| Homan, Clifford I. | 1945 | Roos, Arthur John | 1937 |
| *Kitler, Method P. | 1938 | Serluco, Rocco | 1944 |
| Levin, Leon Harold | 1945 | Severoni, Anthony Joseph .. | 1944 |
| Maier, James E. | 1936 | *Shunk, James M. | 1941 |
| Martin, William Francis | 1941 | Smith, Frederick S. | 1941 |
| McCracken, Walter Steel .. | 1940 | Snyder, William W. | 1941 |
| McCullough, William J. | 1917 | Steigerwalt, Ralph D. | 1942 |
| McGoldrick, Milo | 1943 | Thomas, Lyndon Rhys | 1939 |
| McKale, James Mathews | 1920 | Walton, Howard T. .. | 1934 |